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ABSTRACT

The committee reports on adult education needs in Ireland and proposes a structure to service them. An initial examination of existing adult education services, published in an interim report with a directory of agencies, stimulated further submissions of information from Ireland and abroad. Basic conclusions on the type of permanent structure needed were derived from assessment of the adult education provision of many statutory and voluntary bodies, the difficulties being experienced by them in the matter of resources, and the ever-increasing demands being made on them for an extension of their services. Although broad in scope, the report is thorough and detailed, and reflects the committee's determination to approach the problem scientifically and to carefully define basic concepts. Philosophical and sociological background is provided; resources are surveyed; and fundamental, training, and special needs are identified. Proposing a structure for adult education, the committee emphasizes the concept of permanent education (continuous learning), the fragmented nature of Irish education, and the need for a definite system, framework and organization within which adult education can function and develop. Extensive and specific recommendations are made, based on the findings. (AJ)

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ADULT EDUCATION IN IRELAND

A Report of a Committee
appointed by the
Minister for Education

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21st November, 1973.

Mr. Richard Burke, T.D.,
Minister for Education.

Dear Minister,

On behalf of the Committee I have the honour to present you with this Report. It was one of your predecessors, Mr. Brian Lenihan, T.D., who commissioned it in May, 1969. At that time he asked me to carry out a Survey on the needs and possible structure of Adult Education in Ireland with an Advisory Committee to assist me.

Following publication of an Interim Report and after consultation with the Committee I proposed that because the scope of the assignment was broader than anticipated the work should be completed by the Committee as a whole. In any event the Committee's teamwork and interest had virtually brought about that arrangement already. This proposal was accepted by your Department.

As you will recall, we discussed with you on 16th May, 1973, our concepts of structure - concepts which by then had been fully formulated. Although you have since issued a discussion document on the regionalisation of education, we have decided not to amend our own proposals.

We see this Report as only a beginning and with respect we suggest that there be a continuing assessment of the country's adult education system.

Yours sincerely,

C. MURPHY

Chairman

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TERMS OF REFERENCE

To report on the needs of the Community in the matter of Adult Education, and to indicate the type of permanent organisation to be set up in order to serve those needs.

Note:- The procedure adopted by the Committee for carrying out its work is outlined in Appendix I - Methodology.

MEMBERS OF THE COMMITTEE

Con Murphy, Chairman.

Reverend Liam Carey, Vice Chairman.

Patrick B. Byron,
Chief Executive Officer,
Co. Meath Vocational Education Committee.

Michael Hassett,
Chief Agricultural Officer,
Co. Offaly Committee of Agriculture.

Miss Marie Lewis,
Former Secretary,
Irish Countrywomen's Association.

Richard Langford,
Principal,
Waterford Regional Technical College.

Declan K. Martin,
Former President,
Macra na Feirme.

Seán Ó Murchú,
Director,
Department of Adult Education,
University College,
Cork.

Harold O'Sullivan, (1)
General Secretary,
Local Government and Public Services' Union.

Paul Quigley, (2)
General Manager,
Shannon Free Airport Development Company.

J. Kevin Vaughan,
County Development Officer,
Co. Clare.

---

(1) Harold O'Sullivan replaced the late Senator James Dunne who resigned from the Committee in November, 1969.

(2) Paul Quigley was a member of the Committee up to the publication of the Interim Report. He resigned than because of pressure of business and other commitments.

Secretary to the Committee: Pádraig S. Ó Braoin, Higher Executive Officer, Department of Education. He replaced Miss Máire Ní Chionnaith who was Secretary up to May, 1971.

Research: Research was conducted in the initial stages by the Chairman and Richard Langford who was seconded by the County Offaly Vocational Education Committee to work full-time with the Chairman and also by Mrs. Ethel Fingleton, from the Dublin Institute of Adult Education. Declan G. Irvine, Social Sciences Research Centre, University College, Galway, was engaged full-time on research from September, 1971 to October, 1972. Reverend Liam Carey and other members of the Committee also carried out much research for the Report.

CHAPTER 1

WHAT IS ADULT EDUCATION ?

INTRODUCTION

1.1.1 An adequate yet realistic investigation of the provision of adult education in Ireland requires one to identify the basic elements of a definition of adult education. It may seem too simple to say that adult education means the education of adults, and yet such a statement stresses the two pivotal areas of definitive analysis, viz., Education and the Adult. In this Chapter these two basic concepts will be examined in detail. As a launching-pad for the investigation, adult education was defined as:-

> *The provision and utilisation of facilities whereby those who are no longer participants in the full-time school system may learn whatever they need to learn at any period of their lives*.

In this definition, a distinction is not made between formal and informal adult education, instead we stress that the process of adult education is geared to servicing the needs of adults in every sphere of human development. Colloquially, adult education is the means whereby adults may be enabled to "catch up, keep up and forge ahead" (1) so as to increase their capacities to attain a richer and fuller life, on their own terms.

1.1.2 An analysis of adult education in the Irish context must be related to the social milieu of the Ireland of to-day and also to that of the Ireland of the foreseeable future. Experts in the field are in general agreement that what adults learn and are constrained to learn is generated, and conditioned by the social setting and environment in which they live. Their interests,

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(1) Axford, R. W., 'Adult Education: The Open Door'.

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1.1.2 An analysis of adult education in the Irish context must be related to the social milieu of the Ireland of to-day and also to that of the Ireland of the foreseeable future. Experts in the field are in general agreement that what adults learn and are constrained to learn is generated, and conditioned by the social setting and environment in which they live. Their interests, needs, problems and hopes are generally products of their environment. Even the traditional view that mental ability is fixed in biological inheritance is being replaced by a recognition that environmental factors such as the value placed on education by the community, the availability of educational opportunities, the nature and content of prevailing social understanding, the character of current aspirations and the traditional regard for the "educated" are largely responsible for the determination of mental ability in any society.

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(1) Axford, R. W., 'Adult Education: The Open Door'. International Textbook Co. Penn. 1969, Page 6.

1.1.3 It can therefore be stated that adult education has a particularly critical and difficulty role to play in a rapidly changing society if it is to seek to provide information, knowledge, skills and attitude to change which people may need in order to cope with changing conditions of individual, social and communal living. Here there emerges the urgency to study the adult in the social setting and to identify and seek solutions to the many great problems of adjustment, change, conflict, and so on, which now confront individuals and institutions of society.

1.1.4 In the two subsections which follow we examine:-

(i) the concept of Education in the context of Adult Education.

(ii) the Adult.

THE CONCEPT OF EDUCATION IN THE CONTEXT OF ADULT EDUCATION

EDUCATION

1.2.1 The many theories prepounded throughout the centuries concerning the basic aim of education may be generally categorised as follows:-

- those which stressed character formation and development of intelligence as the prime objectives;

- those which regarded education as the formal process whereby a cultural heritage was transmitted and possibly improved;
- those which considered that the goal of all education was the development and preparation of the human person to earn one's living;
- those which viewed education as the development of the whole man in all his faculties for this world and the world to come.

Schools of thought have always existed which gave pre-eminence either to the liberal or vocational aims of education. The liberal school would view the development of the spiritual or natural powers of man as the prime objective of education, whereas those who emphasise the vocational aim would highlight the more pragmatic objective of developing the physical attributes of the human being. The more objective assessment of these aims of education would treat the vocational and liberal aims of education not as separate goals but rather as complementary to each other.

ADULT EDUCATION

1.2.2 Our primary concern in this Report is with education as it relates to those who have broken, for one reason or another, with full-time education. For the pre-adult, education is frequently equated with that which is provided in special educational institutions such as schools, technical colleges and universities. This pre-adult education is seen to-day merely as a preparation for the educative forces which will mould the adult during his working and retirement years. "It is adult education which is the substantial and major part of the educational process - the part which all the rest is at best - and it is at its best only when it is - a preparation" (1).

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(1) Adler, M. J., "Adult Education" from a lecture, The Great Book Foundation, 1952.

The notion that a man can live his life-span equipped with a store of knowledge acquired during his formal school-days is no longer acceptable. The adaptability needed to develop one's true potential, especially in a rapidly changing society, must be nurtured throughout one's life-time by systematic adult education. Fundamental to education in all its settings, is learning or the modification of knowledge, skills and attitudes. Education is not necessarily however the same as learning. Education does include learning, but learning is also part and parcel of every human experience whether this experience be conscious or not. To be characterised as adult education, the learner's activity must be:-

- purposefully educative, in that at least some of the major reasons why the individual engages in the activity is to alter his knowledge, skills or attitudes;
- systematic, so that the learning activities have a high likelihood of achieving progress towards the learning objectives;
- sustained for more than a single session;
- guided in some way by another person (in contrast to self-directed learning);
- continuously evaluated or assessed and reinforced.

The following systems of adult education may be identified:-

- The school or agency type;
- The independent study type;
- Participation training/learning type;
- Community development type.

The School/Agency Type

1.2.3 The terms school, agency or institution are used in the adult education context to designate any institutional type unit whose primary purpose is the preparation, sponsorship and administration of adult education activity. In Ireland, this

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agency is usually a dependent unit of a larger institution, the major purpose of which is either full-time education or non-educational, e.g. Government department.

Adult education which takes place in classes conducted by teachers is often described as formal adult education because it is directed formally by the teacher in the formalised class situation. It is formal also in that it follows the tradition of the formal school system and methods. There is no sign that such formalised adult learning will diminish in Ireland. In fact there is every reason to believe that there will be an ever-increasing demand for such formal classes by adults. The effectiveness of formal adult education will of course be greatly increased by the training of adult educators, use of educational technology, the realistic introduction of new adult teaching methods and well planned and assessed curriculum planning and design.

Independent Study Type

1.2.4 This independent study type of adult learning can be a real and effective form of education as the learner himself assesses the need and plans and directs the programme of learning. This type creates the disciplined learner and helps to foster the enquiring mind. The learner can experience the thrill of independent discovery which stimulates a desire for further learning.

However, the absence of external help or evaluation may sometimes create a problem for the self-guided adult learner in that he may not fully realise his potential or recognise the social implications of what he is doing. The adult education provision in Ireland must afford expert guidance, counselling and evaluation to such committed adults.

Participation Training/Learning Type

1.2.5 This is the type of adult learning through which the education which takes place in classes conducted by teachers is often described as formal adult education because it is directed formally by the teacher in the formalised class situation. It is formal also in that it follows the tradition of the formal school system and methods. There is no sign that such formalised adult learning will diminish in Ireland. In fact there is every reason to believe that there will be an ever-increasing demand for such formal classes by adults. The effectiveness of formal adult education will of course be greatly increased by the training of adult educators, use of educational technology, the realistic introduction of new adult teaching methods and well planned and assessed curriculum planning and design.

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Participation Training/Learning Type

1.2.5 This is the type of adult learning through which the individual learns within the group or through group activity.

The essential element in this educational activity is that every person is encouraged to participate in the learning experience and thus learns to assume some responsibility for its content and success. The subject is learned, but the effects on each individual learner are also noted. There is, therefore, development in intelligence, in skill-acquisition and performance, and in social and human relationships.

Community Development Type

1.2.6 Planned self-help in all matters relating to the material and human development of a particular section of the community is the essence of community development. The adult as a member of a community and through his involvement in its affairs can himself be a learner and at the same time be a source of encouragement to learn to other members of his community. Through his team-work and co-operation with others, the adult can become proficient in:-

- the assessment of his own needs and of the needs of the community;
- the manifestation of these needs;
- the choice of the most effective means of servicing them;
- participation in all decision-making in matters which concern development generally within the community.

THE ADULT

INTRODUCTION

1.2.7 The Committee considers the adult to be:-

- one who is recognised and accepted by society as adult or as fulfilling an adult role;
- one who has completed formal schooling.

There are many stages from the age of 15 onwards at which people assume the opportunities and responsibilities of adulthood, and success. The subject is learned, but the effects on each individual learner are also noted. There is, therefore, development in intelligence, in skill-acquisition and performance, and in social and human relationships.

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There are many stages from the age of 15 onwards at which people assume the opportunities and responsibilities of adulthood, e.g. working full-time, obtaining a driver's licence, ordering a

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drink in a bar, voting, getting married.

In the context of adult education, the adult is no longer a student engaged in full-time education, but engages on his own free will in it during his life-time in order to cope more effectively with his various adult functions. He may be considered in various ways:-

- as the voluntary learner - participating in the learning activity;
- as the client - the target or recipient of the adult education services;
- as the partner - sharing in, and contributing to planned learning experiences;
- as educator/developer/assessor - contributing to a well-planned adult education movement in our country.

The psychological study of the adult as participant in adult education also helps to clarify the elements of a basic definition of adult education. The adult has certain basic needs which are made manifest as he passes through the various and complex stages of human development. Adult education seeks to help him to understand these steps of human development, to identify these basic human and educational needs and to endeavour through planned learning activities to satisfy them in a truly human manner.

THE ADULT AND EDUCATION

1.2.8 International studies and research projects provide us with relevant psychological and sociological data concerning the adult and the learning situation.

1.2.9 Psychological Findings (1)

- Adults can learn at every stage of their existence or development.
- Learning ability is very stable from late adolescence to middle age.
- Adult learners have a greater amount of related prior experience and it is differently organised. Some prior experience facilitates new learning, some hinders it. The adult's experience tends to be organised around adult-life problem areas instead of in subject-matter categories. Greater use can be made of his (adult's) prior experience as an instructional resource during the learning programme.
- Greater relationships exist between outside experiences and adult education than in the case of preparatory education. Awareness of this fact is vital in relation to the motivation of adults to participate in adult education.
- A predominant learning interest by adults in learning activities is in developing an ability to apply knowledge in their daily life. Consequently adult educators should select content and instructional procedures which will assist older students to develop

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(1) Report of the Central Advisory Council for Education '15-18' (1959) H.M.S.O. Vols. 182.

Report of the Central Advisory Council for Education 'Early Leaving' (1954) H.M.S.O.

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'Adult Education', A Journal of Research and Theory - Adult Education, Vols. XVIII - XXII (Chapel Hill, North Carolina), (Fall 1970-71).

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strategies to identify and master knowledge relevant to their problems, and to identify problems and opportunities that can better be understood by using the knowledge they have acquired.

- Adults want continuous evaluation of their progress in learning activities.
- Adults must be regarded as adults in the learning situation and in the planning, pacing and evaluation of these learning activities.
- Adults' attitudes towards participation in education are influenced by their previous experience in preparatory education. Higher proportions of those with higher levels of preparatory education participate in continuing education. Those with unhappy experiences in preparatory education tend to resist continuing adult education. This of necessity calls for a more gentle and less formal but well-planned approach to continuing education especially for middle-aged adults from the lower socio-economic strata of the community.

1.2.10 Sociological Findings (1)

- There is a significant relationship between education and the physical and social environment of the individual.
- These social and environmental factors are identifiable and may be measured.
- These social forces are susceptible to modification and educationally are very important.
- A person's capacity to learn develops as a result of continuing interaction between his environment and genetic inheritance.
- Adverse environmental conditions handicap intellectual development in children and adults.

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(1) References on Page 8.

- Participation in the educational process is related to social and economic factors.

THE CHANGING SOCIETY SERVED BY ADULT EDUCATION

1.3.1 If adult education is to make its rightful contribution towards the total development of the nation, it must of necessity take account of the social pressures now affecting Irish society. The predominant pressure is social change. Change or the new "temporariness of everything" (1) has become so pervasive that all aspects of living are being subjected to processes of searching and continuous modification.

Our membership of an enlarged European Community intensifies and extends the scope, effect and challenge of change. New international relationships, inherent in social change will affect our cultural, social, political, religious, economic and educational institutions.

To understand and to cope with this change one can no longer trust to chance or depend on a simple carry-over from the past. Thus it has become necessary to keep learning in order to survive.

Many recent studies (2) of institutions of Irish society indicate that there are many serious social challenges now confronting adult education.

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(1) Toffler, Alvin, "Future Shock", The Bodley Head Ltd. 1970.

(2) "Apprenticeship, A New Approach", An Chomhairle Oiliúna, May, 1973.

Deeny, J., "The Irish Worker (Demographic Study of the Labour Force in Ireland)", Institute of Public Administration, 1971.

"The Education of Children who are Handicapped by Impaired Hearing" (Department of Education), Stationery Office, December, 1972.

"Investment in Education", Report of the Survey Team appointed by the Minister for Education, Stationery Office, December, 1965.

Accordingly, the more important roles of adult education in Irish society would appear to be:-

- Vocational and Economic;
- Personal Development;
- Remedial;
- Political.

"Reformatory and Industrial School Systems" (Department of Education), Stationery Office, July, 1971.

Report on the Care of the Aged (Inter-Departmental Committee), Stationery Office, November, 1971.

Report of the Commission on the G.A.A., December, 1971.

Report of the Commission on Itinerancy (Department of the Taoiseach), Stationery Office, August, 1963.

Reports of the Commission on the Status of Women (Department of Finance), Stationery Office, October, 1971 and May, 1973.

Report of the Steering Committee on Technical Education on Regional Technical Colleges, Stationery Office, May, 1969.

Scully, J.J., "Agriculture in the West of Ireland", (Department of Agriculture), Stationery Office, December, 1971.

Other references are Census Reports (Central Statistics Office), Conservation Studies (Department of Lands), Documents on Community Schools (Department of Education). E.E.C. Documents, E.S.R.I. Documents, Human Sciences Reports (especially "Early School Leaving and Subsequent Employment") of the Irish Productivity Centre, Industrial Relations Reports, Journals of the Irish Management Institute and the Institute of Public Administration, Manpower Surveys of Drogheda, Dundalk, Galway and Waterford, Programmes for Economic Expansion (Department of Finance), Reports of the Higher Education Authority and Research Publications of the Social Sciences Departments of U.C.C., U.C.D. and U.C.G.

Vocational and Economic Role (1)

1.3.2 This adult education role concerns the adult participant as worker and vital unit in the economic life of society and of the family. Herein we include:-

- (i) all vocation-directed courses;
- (ii) post-experience professional and management training;
- (iii) in-service training in occupations and vocations;
- (iv) retraining programmes for adults (mobility in jobs, movement to new fields of employment, obsolescence in skills, etc.);
- (v) education in Industrial Relations.

It is evident, in the light of present national and international developments in Ireland, that vocational training must be part of the life of most Irish workers. Many excellent and relevant vocational courses in Ireland require a necessary basis or prerequisite for some general education before the adult can participate in them. Such courses (in English and Mathematics, for example) could be described as both vocational and remedial. From the Reports and Studies mentioned earlier in this Chapter, it is evident that more and more of these basic or preparatory programmes of learning are required for many Irish adults to-day.

Personal Development Role

1.3.3 If adult education neglects any aspect of the total development of a person it cannot be termed true adult education. Therefore any such process, vocational or otherwise, must provide for the specifically human and non-vocational (emotional, artistic and intellectual) potential of the individual; liberal adult education provides for this. Both liberal and vocational education are necessary parts of the whole process of adult education and must recognise the fact of leisure and of ever increasing leisure hours.

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(1) Kidd, J.R., "Financing Continuing Education", The Scarecrow Press Incorporated, New York, 1962.

Leisure must be considered for:-

- the restoration of physical and mental strength;
- enabling the individual to study his own culture and background;
- the integration of family life and participation in the rearing of children;
- participation in public and social life;
- learning or attempting to expand one's education.

Leisure time adult education constitutes a major portion of formal adult education in Ireland. It forms the bulk of the programmes provided by many vocational education committees, church-related agencies, voluntary organisations and interest groups. These programmes may include occupational courses but these are perceived as helping the person to understand himself better, to be creative and to afford personal or group satisfaction.

Remedial Role

1.3.4 Remedial adult education seeks to fill any gap or lack in the education of an adult that ought to have been, or might have been, provided in the regular school system. This will include education and training in basic reading, writing, speaking and vocational skills. This is Adult Basic Education and seeks to solve the problem of functional illiteracy (1). Remedial adult education will also include programmes for special social groups, e.g. the unemployed, itinerants, the handicapped, those anxious to proceed to higher level education but who have not got the required entrance qualifications, the elderly, and so on. It is obvious from educational statistics now available in Ireland (2)

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(1) Functional illiteracy is not absolute illiteracy; it is the inability to cope with the ordinary functions of living which require a knowledge of reading and writing; it is manifested by the inability to read advertisements, warning signs, notices or to write letters and complete forms.

(2) Chapter 3, Table 3, Page 66.

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Recent statistics (1) disclose that over 19,800 young persons (aged 14 or less) dropped out of the full-time educational system during the period 1967-1970 and this fact alone offers a great challenge to adult education.

Adaptation to situations of an ever changing society, such as redundancy and obsolescence in skills reveals the educational needs of adults which may be met only through remedial adult education.

Political Role

1.3.5 This role of adult education is a basic essential for present day Ireland and a vital element in the future democratic development of our country and of the local communities; it includes education and training for democracy, citizenship, community development and international responsibility. It includes the education of the new voter, education in political philosophy and action, party organisation and action, leadership in the community, how to influence legislative action, education for the involvement by adults in community school management boards, regional health boards, community councils, effective trade union activity, education for public responsibility. This role is seen as part of the mission of adult education in an age ever keen to live in a truly democratic and truly human manner.

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(1) Source: Department of Education, March, 1972; Chapter 3, Table 2, Page 65.

The Participant in Adult Education in Ireland

1.4.1 Accurate figures of the number of adults in Ireland who participate in adult education are not available. Returns considered by the Committee - and these are the most accurate available - indicate that approximately 10% (1) of the present adult population participate in formal classes and approximately the same percentage participate in adult training, in-service and retraining programmes. An unknown but probably equal percentage of the adult population participate in non-formal adult education.

The findings of the Committee on the characteristics of those who participate in adult education activities in Ireland generally correspond with the results of research in other countries (2) i.e. that the general characteristics of those who participate are:-

- 21 - 45 year age group;
- have at least two years of post-primary education;
- are members of upper socio-economic groups.

It has also been confirmed that:-

- males avail more of courses which relate to their occupations;
- females avail more of courses which relate to their roles as mother, wife or family member;
- leisure-time and hobby courses are equally attractive to both.

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(1) The total number of persons (1966 Census) whose full-time education has ceased amounted to 1,895,890. Approximately 99,000 people enrolled in 1971/72 at part-time day and evening courses in vocational schools. Approximately 72,000 enrolled in Winter classes, farm schools and series of lectures and symposia conducted by the County Committees of Agriculture and at least 15,000 were reported as having enrolled for other adult education courses.

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(2) Articles by Burgess, P., McLoughlin, D., and Dickenson, G., on Participation in Adult Education. Adult Education Vol. XXII, No. 1. (1971).

1.4.2 Motivation or the reasons why adults participate in adult education has also been the subject of much research (1). Reasons most frequently given in the course of the survey for participation were:-

- job advancement and development;
- personal enrichment and satisfaction;
- creative use of leisure-time;
- remedial purposes;
- personal interests;
- role-analysis and preparation;
- social entertainment;
- loneliness;
- commitment to a group, community, society, etc;
- for the sake of education itself;
- to study the methods and techniques of scientific research and thus help them to assess, and perhaps remedy social problems.

PERMANENT EDUCATION

1.5.1 Permanent Education is the concept of life-long education, i.e. it comprises the entire spectrum of educational activity from pre-school learning right through to the end of one's life. A noted American educationalist, Jerome Bruner, ~~has~~ commented as follows on the subject. "Let us urge, first, that the process of education (whether in established schools or by other means) be conceived not just as a preparation but as a form of enablement selectivity available throughout the life cycle. I conceive of this process as starting before the child enters school but it is mostly the transition from the preparation period into one's working life that concerns me here: whether one is a school leaver or a graduate of a college, a polytechnic, or a university.

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There should be means available for 'returning' or 'continuing' or 'converting' or 'refreshing' or whatever..... Such a conception of educational continuity through the life cycle is not just a means of equipping people with a sense of occupation and work. It is also a way of making leisure meaningful and not something that is an escape from work." (1). Adult education is merely an aspect of an integrated system of education.

A system of permanent or life-long education enables the individual to avail of resources for learning and personal development recurrently, though not necessarily at consecutive periods, throughout his life-time. The many research findings related to educational objectives, methods, techniques and student achievement, together with the emergence of a strong, definite, democratic and political sense have contributed to the acceptance among educational planners and policy makers of this basic concept of permanent education. (2).

1.5.2 Acceptance of this concept (and reality) of permanent education will however necessitate changes of attitude and policy in both planners and participants in the educational system. To ensure that facilities for learning and development are available whenever and wherever they are required and in order to help people to cope more effectively with the continuous acceleration and change which characterise scientific, economic and social development we

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(1) Extract from article "Immaturity - Its Uses, Nature and Management" by Jerome Bruner published in The Times Educational Supplement, 27th October, 1972.

(2) The Council of Europe seems to accept the following as a definition of permanent education - a definition equally supported by UNESCO and by many of the member-states of the Council of Europe and of the E.E.C. -

"The concept of Permanent Education as the organising principle of all education, implies a comprehensive, coherent and integrated system designed to meet the educational and cultural aspirations of every person in accordance with his conception of educational continuity through the life cycle is not just a means of equipping people with a sense of occupation and work. It is also a way of making leisure meaningful and not something that is an escape from work." (1). Adult education is merely an aspect of an integrated system of education.

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1.5.3 This idea has not been debated in Ireland to any great extent but we hope that educationalists will now generate some debate on it. There is general agreement however among educationalists on the need to refrain from the teaching of an immense volume of information and to develop instead an attitude for initiative, creativity, independence, the faculties of discrimination and imagination - in short, to foster everything that contributes to the full development of the personality.

Current Developments

1.5.4 There are some signs now that there is emerging in Ireland an understanding, and a limited acceptance, of the system of Permanent Education as proposed by the Council of Europe:-

- the internal reorganisation of the Department of Education. New sections in Planning, Research and Statistics, Audio-Visual Aids, Youth and Physical Recreation have been established;
- the inauguration of the Rutland Street Educational project (1), a real effort to create the learning community;
- the reorganisation and re-structuring of the primary school programme and the introduction of comprehensive post-primary education are seen as evolutionary steps towards permanent education;

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(1) This is a Pre-school Intervention Project for Disadvantaged Children - Oideas, Volume 10, Page 38, Department of Education, 1973.

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- research into teacher education, the establishment of regional technical colleges and the National Institute of Higher Education in Limerick, are other sign posts of this great change;
- the launching of the community schools' concept however offers additional possibilities for the full implementation of all that is meant by Permanent Education. The community school has manifold purposes, viz:-
    - (i) to provide for all the educational needs of the local community;
    - (ii) to afford equal educational opportunity to all members of the community;
    - (iii) to provide a relevant community-based adult education service;
    - (iv) to ensure the optimum use of all community resources in the service of education;
    - (v) to be a centre of community development;
- the emergence of parent-teacher and parent associations will no doubt contribute to the realisation of permanent education both as an ideal and as a system or movement;
- some innovative work (1) of Government Departments such as the Departments of Agriculture and Fisheries, Health and Labour in creating institutions which contribute towards the continuous emergence of Permanent Education;

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(1) *Department of Agriculture and Fisheries - the Agricultural Advisory Service* and the *Farm Home Management Advisory Service*. The Agricultural Advisory Service, in addition to its substantial formal adult education programme by way of classes, lectures, farm schools, etc., operates an informal continuing programme directed at farmers, farm workers, farm women and young people entering farming. The objectives of the Farm Home Management Advisory Service is to bring to farm families the knowledge to enable them to make the most of their resources and to create a well organised farm home for better family living.

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Department of Health - The National Social Service Council was established in October, 1971 with the following terms of reference:-

(i) To stimulate and encourage the formation of new voluntary social service councils and the expansion of existing councils without participation in the actual administration of such councils.

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- Trade Unions, Employers and Commercial Organisations in creating training and adult education units and development departments are also contributing towards the realisation of the concept of Permanent Education;
- voluntary organisations growing in number so rapidly, are contributing handsomely to Permanent Education through:-
  - (i) the creation of the awareness of the need for life-long education;
  - (ii) the identification and satisfaction of the educational needs of adults;
  - (iii) relating this educational development to community and international development;
  - (iv) university extension programmes in the community by way of learning programmes and research.

(ii) To provide an advisory and information service to voluntary bodies engaged in community social service.

(iii) To co-ordinate and to give advice on the work of governmental, local governmental and voluntary bodies engaged in the provision of community social services.

(iv) To promote liaison between central and local authorities and voluntary social service organisations.

Department of Labour - AnCO (the Industrial Training Authority was established in 1967 with the primary object of raising to the highest international standards, the skills of the Irish workforce at all levels in industrial and commercial activities (excluding the professions and primary production activities in agriculture, horticulture and fishing). Towards this end, it operates levy/grant training schemes for each industrial sector. In addition, it provides for the training of unemployed and redundant workers, the initial training of apprentices and specially designed courses aimed at updating the existing skills of workers sponsored by industry. It also provides a free advisory service for training in firms, and courses for managers and executives.

1.5.5 Permanent Education therefore implies a basic change in all sectors of our educational institutions including:-

- Pre-school education;
- Primary education;
- Post-Primary and Technical education;
- Higher education;
- Adult education;
- Professional training;
- Family life education;
- Community Development;
- Training for retirement;
- Adult Basic education;
- Industrial, Commercial and Agricultural education.

These great changes however imply a commitment by the general public, the Government, the educators, the institutions, to the reality of Permanent Education.

Consequences of Permanent Education

1.5.6 The realisation of Permanent Education will mean a complete change, indeed a revolution, in the present Irish system of education. It must inevitably achieve:-

- the end of learning by rote which is the assembly and memorising of facts, pieces of information, etc.;
- a discernment on where and how to secure, utilise and integrate knowledge;
- a carefully planned approach to the solution of functional illiteracy;
- the end of the transmission of knowledge by way of the observation experience alone;
- the greater involvement of every member of the family in each other's education;

- a radical appraisal of the role of the family in education to ensure that new educational institutions and methods will strengthen rather than diminish its place in the total educational process;
- the evolution of institutions and the use of the mass media to support and facilitate the work of the family and afford it the opportunities to be a major force in the development of the members of society;
- the end of specialisation as the outcome of man's primary school phase and indeed of his adult education work;
- the modification of traditional methods of teaching especially in regard to:-
    - (i) memorising and its assessment criteria for scholastic progress, and
    - (ii) passive role and immobility of the students;
- the examination and identification by all institutions of society of their relationship with adult education seen as a vital part of their life and development.

A PHILOSOPHY OF ADULT EDUCATION

1.6 A philosophy of adult education must reflect Irish values, beliefs, culture, as at present and in relation to future social change. Unless the adult education service not only maintains, but indeed enhances genuine principles to enable the adult to cope with living in a rapidly changing society, it will not be fulfilling a role of its full and proper potential. It must provide for social betterment and enriched community living so as to further the basic Christian values of our society, the continuous flowering of our culture in all its aspects and a keeness vitally to be involved in the establishment of a true European and World Community. Adult education must also have regard for the following principles:-

- the human person - the adult - has an inherent dignity and methods will strengthen rather than diminish its place in the total educational process;

- the evolution of institutions and the use of the mass media to support and facilitate the work of the family and afford it the opportunities to be a major force in the development of the members of society;
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- the human person - the adult - has an inherent dignity and must be the centrepiece of all planned educational activities;

- the full and complete dignity of the adult must be translated into reality;
- the adult must be helped to grow and mature in every aspect - spiritually, emotionally, intellectually, socially, morally, etc.;
- the adult must be helped to be creative and responsible - politically, vocationally, spiritually and culturally;
- the adult must be helped to use, interpret, criticise, analyse and avail of the mass media of social communication;
- adult education itself must maintain a flexibility of approach and method and its voluntary character;
- the human resources of the community must be recognised and used in building up an effective adult education movement;
- a positive, helpful, honest and responsible partnership within industry and agriculture, between employer and employee must be created and maintained;
- an educative community must be created wherein the adult can learn what, where and when he wishes to learn;
- every adult is himself or herself to some extent an educator or an agent of change;
- co-operation and co-responsibility must be developed at local, national and international levels;
- adult education must be seen to be, and must be, for all people; it must not be limited to any particular agency, place or group;
- adult education must reflect in its goals, the initiative of educators and learners and also the helpful commitment of the Government, the Churches, industry, trade union, agriculture and community groups; - 23-

- the concept of recurrent education must be accepted too whereby individuals are able to leave and rejoin the educational system as it suits them. There must be a flexibility in the education regulations, labour laws and practises whereby an adult may have reasonable opportunity to move from one branch to another branch of the system and to combine work with education. An adult education structure in Ireland must envisage supporting legislation which guarantees education - leave, or vacation, (for liberal studies, community development, interest-based learning activities) for all types of workers (1);
- adult education is both an individual and national resource. It not only requires energy and talent, it releases it. This is of tremendous significance in supporting national unity and individual morale. Given the opportunity, through continuous learning, to play a significant part, all our people - learners or educators - will contribute to our national development;
- adult education requires a suitable and helpful physical environment in which adults can learn. This can help to create and sustain the interest of adult learners;
- there is nobody who cannot learn something;
- adult education has a missionary role, viz., to inform members of the community and all institutions of society of the need, importance, nature and objectives of adult education viewed in the context of life-long education;
- adult education involves the awakening of a critical sense, the imparting of a knowledge of the concrete situation, enabling people to be no longer the objects of manipulation by the communications media or political

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(1) Such legislation exists in some European countries and is being contemplated in other countries of Europe.

forces. It will enable them to take a hand in the shaping of their own destinies and in establishing communities which are truly human.

Accordingly, this education is deservedly called a continuing education - it concerns every person and every age. It is also a practical education - it comes through action, participation and contact with reality of justice and development.

This education will aim at the full and integrated development of people - a basic human right which must be seen as a dynamic interpretation of all those fundamental human rights upon which the aspirations of individuals and nations are based.

THE CHALLENGE FOR ADULT EDUCATION

1.7.1 The adult education provision and service in Ireland now and in the future, because it is concerned with adults both as educators and learners, will and indeed must play a central role in the total development of our country. This total development comprehends within its definition the personal, social, economic, educational, cultural, religious, ethical and political development of all our people and of all groups and communities.

1.7.2 The adult educational movement, being ever ongoing and flexible in approach, methodology, and variety, must be the ally of the individual in dealing with the great social change inherent in present day and future society. Being such, adult education must help the adult population to:-

- interpret, analyse, and cope with change;
- preserve basic cultural and Christian principles in this great storm of human, social and technological change;
- remedy human and technical obsolescence which is an outcome of such rapid change;

- prepare for changes in occupation in the ordinary work life span of most adults;
- realise that education is a life-long process.

1.7.3 The dynamic adult educational movement envisaged in this Report should see itself as the instrument whereby local community leaders are identified, trained, and supported in the total process of local community development.

1.7.4 The adult education movement if it is to meet the challenge of Ireland's membership of the EEC will have to undertake the following urgent and major tasks:-

- intensive and precise study of European culture and values;
- careful and analytical study of the EEC's policies and administration in full;
- study the importance and the necessity of maintaining our Christian culture and our principles in a Europe which is so committed to economic and merely human objectives.

1.7.5 The adult education structure in Ireland at national and local levels will also have to be introspective, i.e. compelling all individuals, groups, adult educators, adult education and community development agencies to look at themselves intensively and closely examine themselves and evaluate themselves regarding:-

- objectives;
- methods;
- relevance;
- achievements;
- success or failure.

1.7.6 Adult education in Ireland must now seek to create in all - the young and old - an awareness and a willingness to become

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1.7.6 Adult education in Ireland must now seek to create in all - the young and old - an awareness and a willingness to become interested and involved in the general affairs of the country.

Adult education must stimulate adults and form and innovate those structures which will facilitate planned study, interest and action in the political, religious and social life at national and local level.

1.7.7. Adult Education, Youth Work, and Community Development must be inter-related and co-ordinated as far as possible into one service and avoid the present fragmentation of services and resources.

1.7.8 The adult education movement in Ireland will have to engage in a really good and effective public relations programme. It will have to impress upon people its importance in regard to what it is offering and regarding what it hopes to achieve for them. At national and local level, a well designed programme of the development of the adult education service must be planned and carefully implemented.

1.7.9 The adult education provision for Ireland must always recognise the fact that we have limited financial resources. (1).

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(1) Chapter 2, Paragraph 2.6.1 Page 57.

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(1) Chapter 2, Paragraph 2.6.1 Page 57.
Chapter 6, Page 129.

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CHAPTER 2

RESOURCES

INTRODUCTION

2.1.1 In Chapter 1 we have considered adult education in the context of an all-embracing system of Permanent Education. As a preliminary step towards the realisation of the ideal of permanent education we postulate that the provision of an adequate, structured, progressive and viable system of adult education is both necessary and urgent. Such provision demands that adequate resources are available. In this Chapter we propose to consider resources which are available to adult education in Ireland.

We define a resource in adult education as:-

> *A person, agency, financial arrangement or structure which can facilitate, help, motivate, co-operate in or provide planned learning activities for and with adults.*

Such resources may be:-

- Persons.
- Agencies.
- Physical.
- Technology.
- Finance.

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THE PERSON

2.2.1 The person or adult may be viewed in the context of adult education as both the learner/participant and as the educator. Every person while having much to learn has also much to contribute by way of innate talents, acquired skills, expertise and living experience. The adult, as a contributor in the field of education, is often not recognised or not adverted to by agencies providing adult education. Indeed this lack of recognition of, or lack of advertence to, the contribution which each person in the community

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education is often considered as the exclusive preserve of professional educators. Every person in the community possesses some expertise and can help to provide or contribute towards planned and systematic learning-experiences for adults. Indeed, the social roles of individuals in the community (e.g. of father, mother, employer, employee, professional, leader of voluntary organisation, clergyman) require them to exercise their functions as true adult educators. Parents especially must clearly recognise their function as educators and must not opt out of their pivotal role as educators of young adults.

An important category of 'person' involved in adult education is that which includes part-time and full-time professional adult educators or teachers and also those teachers of adults who are often engaged in a voluntary capacity to teach adults or to direct adult learning activities, e.g. tutors of adults, primary and post-primary teachers, university lecturers and professors. The fact must not be overlooked that many teachers, lecturers, education officers and leaders of voluntary organisations have been the real labourers in the field of adult education in Ireland; often receiving little or no training for their work with the adult learner, they have continued to serve their adult learners with a remarkable sense of commitment and understanding.

THE AGENCY

2.3.1 We have already in Chapter 1 (Paragraph 1.2.3) defined the meaning of Agency in the adult education context.

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(1) "National Adult Education Survey, Interim Report", Appendix B, Directory of Agencies and Voluntary Bodies engaged in Adult Education, Page 57, Stationery Office, October, 1970.

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2.3.2 Voluntary and statutory organisations are agencies which have been and are major providers of adult education in Ireland. In spite of conflicting opinions on their scope and function, we view these two types of agency as complementary to one another. The voluntary organisations, as well as providing a comprehensive adult education service, have done invaluable work in motivating and encouraging Irish adults to demand and to participate in adult education. Central and local statutory bodies and universities provide services in adult education which are beyond the resources of the voluntary organisations to supply and they also supplement the work of voluntary organisations whenever necessary. Without infringing on their autonomy, central government agencies also complement the work of local statutory and voluntary bodies.

Any investigation of the work of the various agencies in the field of adult education must take cognisance of the fact that a certain over-lapping is inevitable. Many agencies while specifically gearing themselves towards the provision of facilities for clearly defined groups (e.g. vocational) also offer services to the general public.

Classification of the targets or sectors of the population catered for by the various agencies cannot achieve the precision we might desire, because of the over-lap mentioned above. Vocational sectors of the community which form the specific targets of one or more statutory or voluntary agencies are:-

- The Agricultural Sector.
- The Industrial and Commercial Sector.
- The Professional Sector.
- Commercial/Banking/Marketing Sectors.
- Communications/Public Relations Sectors.

Many other agencies, while not specifically oriented towards vocational sectors of the community, offer adult education services to the community as a whole, e.g.:-

- Social/Cultural/Recreational.
- Environmental/Conservational.
- Theological/Philosophical.
- Educational services specifically for Adults.
- Community Related Adult Education services.
- Health education.
- Savings & Consumer services.
- Marriage & Social Welfare.
- Education for civil defence.

2.3.3 Certain agencies should be specifically mentioned as we believe that if properly recognised or developed they can make a greater contribution to the adult education service. These agencies are:-

- Voluntary Organisations.
- Community Schools.
- Institutes of Higher Education.
- Religious Adult Education Agencies.

VOLUNTARY ORGANISATIONS

2.3.4 The existence and the continuous emergence of the voluntary organisations which help their members change in knowledge, skill and attitude must be regarded as a vital element in the structure of adult education and community development in Ireland.

The nature, extent of the role, and functions of voluntary organisations in adult education must be assessed on the basis that:-

- voluntary organisations are a fact of the Irish social system. They flourish in both rural and urban life. Many of them are in fact organic social units. They evolve and emerge from a society which feels, thinks and re-acts within itself to needs and interests;

- participative democracy, the acceptance of human rights and duties find expression in the acceptance and recognition of the importance of the voluntary organisation in all aspects of living;
- voluntary organisations are diverse in their origins, functions, membership, methods and administration and therefore contribute much to the effective development and provision of adult education in helping to identify:-
  - target audiences and clientele;
  - needs of individuals, groups and communities;
  - gaps which require analysis and provision;
  - leadership groups who can be trained as adult and community educators;
  - useful basis for the emergence at local level of a community committee of adult education;
- it is now accepted that voluntary organisations can achieve development of people and community more quickly, at lesser cost, and more efficiently than central government agencies or indeed local statutory organisations (1);
- voluntary organisations are useful and critical assessors of the relevance and effectiveness of the provision of both the informal and formal adult education and indeed of the total educational system;
- voluntary organisations are partners in the educative and learning community and provide an effective channel of communication between central government departments and the community.

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(1) "Local Government Reorganisation" - Department of Local Government, Stationery Office, January, 1971.

Voluntary organisations play a vital role at national and local level in the development and provision of adult education. They provide a definite group of informal adult educators or leaders who are both acceptable in their own groups and communities, yet who require a certain training and help, to assess their work and achievement. The servicing and training of these leaders should be the function of:-

- University Departments of Adult Education or Extra Mural Studies (1);
- Departments of Adult Education of the Regional Technical Colleges and the Colleges of Technology in Dublin (2) and the proposed County Education Committees (3).

Voluntary organisations engaged in community development and service should be subsidised by Government (either central or local) according to the following criteria:-

- Personnel Training and Professional Staff;
- Facilities, Maintenance and Administration;
- Progress of work and activities.

The proposed local adult education officer (4) must operate at local level with the voluntary organisations through:-

- counselling service for adult and voluntary organisations;
- general guidance and information service. These counselling and guidance services would be included as the objectives of the Local Advisory Committee on Adult Education (5). The Committee recognises that the role of rural voluntary organisations is more obvious; they are manifestly stronger and are national in appeal and influence. The diversity of voluntary organisations in the urban areas tends to obscure their vitality.

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(1) and (2) Chapter 3, Paragraph 3.3.6, Page 96.
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(1) and (2) Chapter 3, Paragraph 3.3.6, Page 96.
(3) Chapter 4, Paragraph 4.6.3, Page 114.
(4) Chapter 4, Paragraph 4.8.3, Page 116.
(5) Chapter 4, Paragraph 4.8.1, Page 116.

However the Committee is of the opinion that such groups as Trade Unions, Tenants' Associations, Credit Unions, Chambers of Commerce, Residents' Associations, Sports Clubs and Cultural Associations must be considered as vital to the organisation and development of a national adult education service.

COMMUNITY SCHOOLS

2.3.5 In the document announcing the concept of the Community Schools it is stated that:-

> "There is growing acceptance throughout the world that education is a life-long process and that second chance education must be provided at all levels. It would seem clear, therefore, that there will be very substantial development of adult education facilities over the next decade. Allied with this, there is in all countries a growing community consciousness and an increasing demand for school facilities (halls, gymnasia, meeting rooms, playing fields, swimming pools, etc.) to be made available during the out-of-school hours to voluntary organisations and the adult community generally." (1)

The Committee welcomes this statement and wishes to support the special provision envisaged for adult education in the community school.

In most countries, but especially in England, Wales and Sweden the community school/college is gaining in acceptance as an important vehicle for adult education. It tends to make concrete the philosophy of permanent education because of its special provision for adult education and community development.

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(1) Source: Department of Education, October, 1970.

The Committee found that these community schools cater for the following areas of the educational system:-

- Pre-School Education;
- Post-Primary and Technical Education;
- Adult Education;
- Youth Services;
- Community Development and Community Recreation and Leisure-Time Activities - both structured and unplanned.

The design and provision of the administrative structure, finances and buildings of the community school reflect this broad pattern of educational revision. The principle or system of multi-functional design is welcome in the planning of community schools.

The community school concept seeks to meet the educational, cultural and some of the social needs of a particular community. Its success depends to a large degree on the sensitivity of its democratic form of government (College Council and Management Committee) and its professional staff (warden, tutors, part-time teachers and assistant leaders) to the community needs.

Bernard Harvey, Advisor for Tutor Education, Leicestershire County Education Authority, states that "physically a community college is a secondary school with additional facilities to meet the educational, cultural, social and recreational needs of adults and young people". (1) The whole campus (when not being used for the compulsory education of children and young people) is available for voluntary and community use. By providing these services the school is an effective community school in that it caters not only for the full-time pupils but also provides facilities for the rest of the community and this ensures active community involvement. The Committee understands that in the community schools in Ireland there will also be provided some additional or special adult education facilities.

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(1) Private communication to the Committee.

The Committee noted the following facilities of the Community School/College in the countries (1) visited:-

- teaching space for the humanities;
- specialist areas for art, design, drama and music;
- science laboratories;
- technical workshops;
- gymnasia;
- sports halls;
- playing fields;
- swimming pools.

Usually a Board was appointed by the Local Education Authority but the community councils' interests were represented on this Board. There was usually an active local community council directly involved in the daily work of the programme and use of the school/college. Finances for these schools come from the local educational authority and from the community (through fees, publications, concerts, and catering profits).

2.3.6 Accordingly, the Committee recommends that:-

- *present post-primary schools be encouraged and where necessary facilitated in becoming community schools or community learning centres.*

The Committee also stresses the absolute importance of the adult education provision of the community school having its own specially trained personnel (adult education administrator, adult education tutors). The Committee would consider it a serious weakness if the principal or vice-principal, or teachers of the youth-school, were expected to be responsible for the day to day administration of the adult education department.

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(1) Chapter 4, Paragraph 4.2, Page 106.

The Committee also believes that the total resources of the community school should be used, where possible, during the day to provide community service and adult education activities e.g. education for house-wives, the aged, pre-school groups, etc.

2.3.7 The Committee particularly recommends that:-

- *the community school should develop community related and specifically assessed educational activities during the summer months.*

The Committee supports the development of pure community schools (community serviced and community administered) but does not agree that the building plans for such schools should be standardised. Each school should in its design and lay-out reflect the community of which it is a part. The Committee stresses that the adult education provision in the community school must not be conceived as marginal or of secondary importance but as a central and integral part of the whole work of the school.

2.3.8 Hence the Committee recommends that:-

- *adequate provision be made for an effective and community-based administration structure for adult education and community development in the community school.*

The Committee believes that the community must be ready to contribute financially to its school for specialised services required.

THE INSTITUTES OF HIGHER EDUCATION

2.3.9 By institutes of higher education are meant the Universities, the National Institute of Higher Education at Limerick, Colleges of Technology, Regional Technical Colleges, Teacher Training Colleges and other third level institutions.

These institutes, because they exist in defined or catchment areas relate to certain communities. From a realistic consideration and evaluation of these relationships certain patterns of involvement by them in adult education may be observed:-

- they make their resources (e.g. personnel and buildings) available to adults of the community either within or without the walls. This is seen in the programmes of extra-mural and adult education departments of these institutes. There is evidence that such a service is in great demand. The numbers of participants, the continuous expansion and variation of programmes are definite signs of a continuing and manifest adult education need;
- being accepted as the traditional centres of training, the extension of knowledge, the source and origin of educational innovation and the competent assessors of educational needs of people, they provide some help with the:-
    - training of adult educators (although limited);
    - some research in adult education and community needs;

  There is an urgent need for a great expansion in this area of adult education work on the part of these institutes;
- some institutes of higher education are actively concerned in the training of leaders. Again this service must be extended.

From their annual reports it is evident that there is a great demand for such a service which affects the total development of our country. Kenneth Haygood (1) in discussing the "University and Community Education" explains and depicts the involvement of the University (Institutes of Higher Education) with the following diagram.

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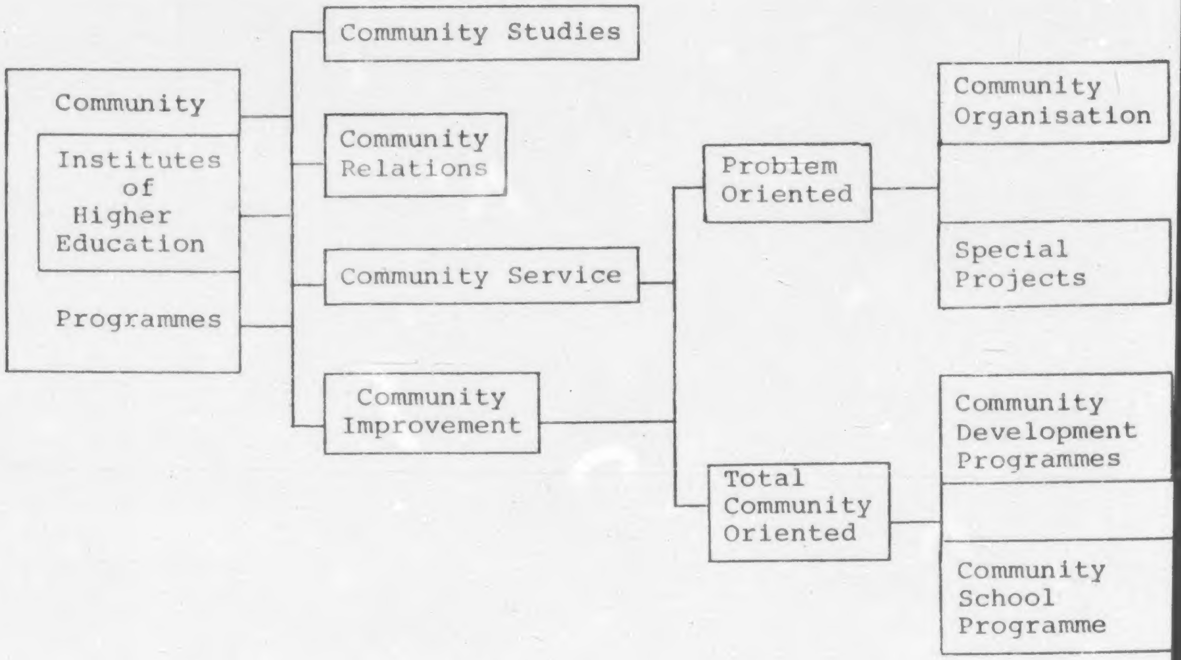
(1) Haygood, Kenneth, The University and Community Education Centre for the study of Liberal Education for Adults, 1962.


Community
Institutes of Higher Education
Programmes
Community Studies
Community Relations
Community Service
Community Improvement
Problem Oriented
Total Community Oriented
Community Organisation
Special Projects
Community Development Programmes
Community School Programme

All these elements might be examined in relation to the present commitments of our institutes of higher education. This would be an important adult education research project.

2.3.10 In order to provide such a full and extensive community programme the Committee recommends:-

- *the development and the effective administration in our institutes of higher education of departments of adult education and community development*.

A department of adult education and community development or extension studies would require personnel and administrative resources and would be responsible for:-

- community programmes (through extra-mural studies);
- training of adult educators, youth leaders, community development officers;
- research in adult education;
- publications;
- provision of materials helpful in the adult learning situation;
- counselling service for adults and community groups and associations.

The Committee is of the opinion that such departments would enrich and extend the traditional and fundamental objectives of these institutes through:-

- discovery of new knowledge;
- application of knowledge and skills;
- dissemination and storage of information.

2.3.11 An urgent consideration for all institutes of higher education is how to respond adequately to the demands by adults for evening courses leading to professional qualifications.

From investigations the following obstacles to the emergence of a satisfactory solution to this urgent adult education need were revealed:-

- the lack of finance for the provision of staff and the effective servicing of such programmes;
- the lack of acceptance by some institutes of higher education that higher degree and diploma awards can be achieved by means of accumulation of credits over a number of years;
- the non-accreditation of many evening courses for adults provided by these institutes.

2.3.12 Accordingly, the Committee, in desiring to extend and develop these resources to the optimum use in the service of adult education recommends that:-

- *institutes of higher education research these particular needs;*
- *institutes of higher education extend their services to cater for the increasing demand for evening courses;*
- *it be possible for adults to acquire higher educational awards through the accumulation of credits over a period of time;*

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- *in the case of institutes which do not have a Charter to award degrees, this facility be provided through accreditation of the courses by either the National Council for Educational Awards or the universities.*

2.3.13 The Committee welcomes and supports the developing co-operation between the institutes of higher education among themselves and with such institutes in Northern Ireland. It would be desirable also that the services of the Extra-Mural Studies Department, Queen's University, Belfast, and especially the planned extension programme of the Centre of Continuing Education in the New University of Coleraine be made available to and availed of by members of the twenty-six counties community who live near them or by the adult educators who may wish to benefit for their training or in-service programmes.

RELIGIOUS ADULT EDUCATION AGENCIES

2.3.14 The Committee found that in Ireland the Churches have contributed notably to the general provision of adult education but found little or no evidence of religious adult education at local community level. The Committee notes the significant commitment of the Churches to residential adult education in the promotion of centres, retreat houses and the use of hotels as course centres.

In all countries (1) visited by members of the Committee they found that the Churches actively co-operate with local educational authorities and that this co-operation with local educational authorities manifests itself as follows:-

- use of Church-related agencies or schools for community purposes, e.g. formal and non-formal adult education;
- availability to the Church agencies of statutory financial assistance to sponsor special adult educational projects;

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(1) Chapter 4, Paragraph 4.2, Page 106.

- use by the Churches of the training facilities available from the local authority to train adult education tutors;
- direct representation on the local education authority or committee.

The Churches, by virtue of their mission to teach their members, must be concerned with adult education. Our investigation and detailed examination of the extent and nature of the Churches' involvement confirmed that they are concerned with the development of adult education among their members. In many instances the Churches' direct participation and provision is exercised through and integrated with the work of lay-apostolate organisations and informal group movements such as retreats.

2.3.15 Accordingly, the Committee sees the functions of the Churches in adult education as follows:-

- *the development of effective religious adult education at local community or parish level;*
- *the Churches as local agencies should be represented both on the County Education Committees (as proposed) and on the local Adult Education Advisory Committee* (1). *The continuing membership of Aontas* (2) *by all the Churches will no doubt play a major role in the development of an on-going flexible dynamic adult education movement;*
- *the Churches can continue and should become active partners in the development at local level of the objectives, structures and administration of adult education by understanding and interpreting the community schools' project. They must also stimulate their members through their related agencies and through general pastoral activities to recognise the*

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(1) Chapter 4, Paragraph 4.6.3, Page 114 and Paragraph 4.8.1, Page 116.

(2) Chapter 4, Paragraph 4.5.2, Page 111.

The Committee considers that if Ireland is to maintain its own cultural values and moral standards, the Churches must produce a relevant socio-religious adult education programme for their members. Adult education is concerned with the values, attitudes and philosophies of the full life. Thus Church-related adult education has a great function in Ireland.

PHYSICAL RESOURCES (BUILDINGS)

2.4.1 Most adult education activities take place in schools and community halls. Generally the physical amenities used for adult education are amenities which have not been specifically designed for these adult-learning situations. We have observed in many cases that nothing near the optimum use is being made of school rooms, halls and other school resources in that they are either not being utilised or worse still, are not being made available. The Committee carried out an examination of the utilisation of accommodation for adult education purposes in three areas representative of urban, urban/rural and rural areas.
The following situation emerged:-

TABLE 1

URBAN AREA

CATEGORY	NO. OF SCHOOLS/HALLS	NO. OF ROOMS	UTILISATION
National Schools	22	101	Seven schools used almost weekly.
Former National Schools	7	11	Four schools used mainly as community centres.
Secondary Schools	3	40	One school used occasionally.
Vocational Schools	1	23	Used throughout the school year.
Parochial Halls	5	5	Five used intensively all year round.
Ballroom	1	1	Three times weekly.

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Vocational Schools	1	23	Used throughout the school year.
Parochial Halls	5	5	Five used intensively all year round.
Ballroom	1	1	Three times weekly.
Rugby Club	1	1	Regularly.
Community Centre	1	4	Every evening throughout the year.

URBAN/RURAL AREA

CATEGORY	NO. OF SCHOOLS/HALLS	NO. OF ROOMS	UTILISATION
National Schools	14	50	Seven schools used periodically.
Former National Schools	4	4	All used weekly.
Secondary Schools	3	28	Two schools used; one monthly only.
Vocational Schools	1	8	Monthly.
Parochial Halls	8	8	All used weekly almost.
Community Centres	2	2	Most nights especially during winter.
Ballroom	1	1	Occasionally.
Golf Club	1	1	Fortnightly on average.
Hotel	1	1	Weekly on average.
Lounge Bar	1	1	Weekly.
Tennis Pavilion	1	1	Monthly.
Legion Hall	1	1	Weekly.

RURAL AREA

CATEGORY	NO. OF SCHOOLS/HALLS	NO. OF ROOMS	UTILISATION
National Schools	10	35	One school used fortnightly.
Secondary Schools	1	18	Once weekly.
Vocational Schools	1	10	Three times weekly.
Parochial Halls	6	6	Weekly by many groups.
Hotels	1	1	Monthly.
Courthouse	1	1	Fortnightly.

In too many cases there is evidence of a reluctance on the part of management to permit or to encourage adult education activity in the buildings under their care. This may in part be due to a lack of awareness of, or interest in, the needs of the adult community. Adults themselves appear reluctant to demand that facilities be provided.

There is also a failure on the part of both adult learners and adult educators to recognise that adult learning can take place in the canteens of factories, in homes, in lounge-bars, in libraries, in museums, in the open air, in sport-grounds, in churches, in short almost anywhere. Adult oriented centres of reasonable comfort are likely to be much more inviting to would-be adult learners; hotels, especially during low-season periods, would be ideal locations. Until sufficient adequately equipped residential adult education centres become available, hotels are possibly the best substitutes, although material educational resources such as libraries and audio-visual aids may be more difficult to supply in them.

2.4.2 In the matter of physical resources, the Committee considers it worthwhile to mention in particular:-

(i) Public Libraries;

(ii) Museums.

because these are either not being used to their full potential or are not being properly developed to provide an adult education service.

Public Libraries

2.4.3 The public library is amongst the best-known but least appreciated adult education resources. It is a community resource affording special educational opportunities, counselling service and material to interested adults. The library too is an important supplement to many adult education activities promoted by other agencies. From submissions received from librarians throughout the country, it is evident that many adults are using the libraries but they are not properly arranged or serviced to meet the needs of adults. Adult education agencies do not consult enough with local libraries when launching their programmes. Co-operation in this area would lead to a more informed use of libraries and to more fruitful learning by adults. Likewise, libraries should afford current and relevant information about their services to community agencies; they are sources of expert knowledge and research findings. The Committee believes that an effective library would:-

- afford to the community authentic information of its resources and materials;
- assist in the provision of special materials for learning-adults and teachers;
- provide a counselling service on reading and viewing materials for adults and teachers;
- promote group learning for specific segments of the community, e.g. the ageing, young mothers, and teachers; books, films, and exhibits would be used in these activities;
- helping adults plan their own learning programmes;
- initiate projects in functional illiteracy;
- provide tutorial service and facilities for link-up courses with radio and T.V. adult education programmes.

The Committee finds unsatisfactory the location and comfort of some public libraries; many are situated in out of the way places; some also lack adequate heating and are poorly lighted. The hours of opening of all public libraries should be planned in accordance with the needs of the local community.

A central or regional library should be organised so as to make available to adult classes, a small 'travelling' library of books, prepared in accordance with the needs of the adult class.

2.4.4 The Committee therefore recommends that:-

- *librarians be trained in the methods and techniques of adult education and that the additional accommodation and facilities required to service the needs outlined above be provided. Librarians should also receive training in the assessment of adult needs.*

Museums

2.4.5 Museums in Ireland are a valuable source and centre for adult education activity. So many adults visit them that they offer an opportunity to museum administrators and planners to expand their educational scope through the use of new technical methods and procedures. Indeed it is now possible to include such methods in exhibiting specimens and to plan learning experiences through the use of the items displayed. One finds in some museums the combination of television, radio, film, filmstrip, sound tapes, posters, and so on. The functional illiterate and culturally deprived adult can have much learning experience in a museum. Some museums further provide useful and interesting lectures on special subjects or on their exhibits. Publications from museums are also of great value for cultural and community studies.

The value of the museum in local adult education has not been fully recognised. In many parts of the country however local museums have been established and the Committee commends the increasing awareness of their value. The Committee welcomes the recent recommendation made by the National Museum Branch of the Institute of Professional Civil Servants (1) that a number of branch museums of equal status be established throughout the country in the reorganisation of the Nationsl Museum.

A definition of the educational functions of museums by Sir Philip Hendy is quoted in the 1945 Policy Statement of the Museums Association as follows. "To collect and conserve material illustrating the aspects of knowledge and culture with which they are concerned and to interpret it to the public, to advise students, to facilitate research, to stimulate the recreational interests of visitors by special exhibitions, lectures, and discussions and to collaborate with local learned bodies, colleges, schools, and the bodies in intra and extra-mural studies" (2).

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(1) "A Museum Service for Ireland", National Museum Branch of the Institute of Professional Civil Servants, June, 1973.

(2) "Museums and Adult Education", National Institute of Adult Education, England and Wales.

Again the Report on Museums in Education (1) by the Department of Education and Science in England states - "To conserve is the museum's first priority: to educate and entertain is a close second". These functions illustrate the important role which museums can play in the adult educational system.

2.4.6 To develop the effectiveness of the museum in relation to its adult education provision, the Committee recommends that:-

- *special small lecture rooms be provided so that visits may have a seminar form with planned group discussion;*
- *the times of opening be better arranged to suit the adult community;*
- *encouragement (particularly advice and finance) be given to local communities to develop their own folk museums;*
- *research be undertaken in the role, use, administration and needs of museums in Ireland;*
- *closer co-operation be brought about between adult education agencies and museums at national and local level.*

EDUCATIONAL TECHNOLOGY

2.5.1 For many years educational development and planning, and indeed policy, were initiated, achieved and evaluated independently of the development of the human sciences, environmental studies and the physical sciences. To-day however, the relationship between educational development and scientific and technological advancement is seen as a vital asset to education. Educational technology is much more than the use of audio-visual aids in the learning situation. "It embraces a range of activities, including the systematic selection and use of learning materials, equipment and techniques to serve the newer patterns of learning that are developing within education". (2) The value of technology to museum's first priority: to educate and entertain is a close second". These functions illustrate the important role which museums can play in the adult educational system.

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(1) "Museums in Education", Paragraph 1, H.M.S.O. London, 1971

(2) Hubbard, Geoffrey, "James and Educational Technology", British Journal of Educational Technology, Pages 102-107, No. 2, Vol. 3 May, 1972

education lies in the fact that it provides more effective methods of communication and of learning. "Educational technology or audio-visual aids are not ends in themselves; their value is in their application towards improved communication or more effective learning. They are only valuable if efficiently used and it is the duty of all engaged in communication, even if only casually or occasionally, to be able to select the most appropriate media and to use them to the best advantage." (1)

Educational technology, ever changing and developing, is a great resource for:-

- the identification of needs;
- planning and designing of effective learning programmes;
- evaluating success or achievement of objectives;
- indicating stages in the development of learning objectives;
- the movement for world literacy;
- community action and community development.

A more detailed study of educational technology in relation to adult education than is possible here is both necessary and opportune. The Committee confines itself to naming the more important aids which are media-learning devices. The careful well planned use of these aids can contribute much to the successful development of adult education.

Audio-Visual Aids

Books
Wall Charts, sheets, pictures, posters
Flipcharts
Chalk-Boards
Adhesive Boards (cloth, magnetic)
Models, mobiles
Drawing materials
Newsprint Boards
Filmstrips and Slide Projectors

Overhead Projector, Epidiascope
Cine Film, microfilms and film projector
Tape Recorders and Recording
Radio
Television
Journals and Newspapers
Videotape Recorders
Closed Circuit Television
Programmed learning machines

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Programmed learning machines

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(1) Ó Domhnalláin, Tomás - Léargas, Institute of Public Administration, February, 1972, Page 7.

Most audio-visual aids are widely available throughout the country. Many schools, colleges, industries, libraries, and national voluntary organisations possess the more sophisticated of them. Closed circuit television, video-tape recorders, and programmed learning machines are technological aids whose full potential in education has not yet been exploited in Ireland.

It is essential that the proper aids be made available, that teachers be trained properly in their use and that specialist staff, e.g. technicians and support staff, be available to operate the more sophisticated of them.

2.5.2 Certain encouraging developments are evident in Ireland:-

- educational technology is recognised generally as an effective resource in adult education;
- most of the audio-visual aids are available, and can be bought or hired, and integrated into learning activities;
- grants are available from the Department of Education for purchasing suitable equipment;
- training courses are available for teachers in these techniques in the Communications Centre, Booterstown (1) and other institutions;
- many schools have much of the equipment but it appears to be under-utilised;
- a planned process of development of supply and use and evaluation of these media is now being considered by experts in educational technology in Ireland;
- the recently established teachers' centres could become limited resource centres for adult educators in certain areas of educational technology (e.g. projected aids, some electronic equipment and graphics,);

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Learning Resource Centre

2.5.3 With equipment being standardised, costs of purchasing being reduced and teachers being trained in the use of equipment, educational technology in Ireland should now develop and prosper. The Committee recommends, therefore, that:-

- *a central Learning Resource Centre be established to help in the use and evaluation of these media.*

This Centre might be located on the campus of a teachers' training college or in the Department of Education and the functions which it should exercise are given in Appendix III. The cost of this Centre would be substantial but its effect on education achievement could be remarkable. It would service all sectors of education.

Radio and Television

2.5.4 The vital roles which radio and television are capable of playing in the total field of human, social and community development must be more recognised by adult educators. Opportunities for both motivating and reinforcing learning activities have been and are offered by our national radio and television service (e.g. "Telefís Feirme", "Give Your Child a Chance", "The Course of Irish History", etc.,). Already it is apparent that educational objectives are central and of great importance in the policy of Radio Telefís Éireann. Greater involvement, however on a planned basis of adult educators and adult learners is required if educational services on radio and television are to develop and extend. Adult educators could use these existing T.V. and Radio programmes by:-

- integrating them with their own agency's programmes;
- forming viewing groups;
- forming link-up courses and incorporating the use of the video-tape to record the programmes.

BEST COPY AVAILABLE

The formation of an Adult Education Advisory Committee to help R.T.E. in developing, designing and assessing its adult education provision would be a decided advantage.

2.5.5 It is however apparent that an extension of the present radio and television service is necessary in order to facilitate people who have left the full-time educational system and who wish to obtain higher level or other qualifications suited to their needs and abilities.

The Open University of Britain is a multi-media educational institute offering third-level higher education opportunities to adults. The educational opportunities are integrated into the following complex educational technology and adult educational principles:-

- consultation and counselling of adults;
- orientation of adults through basic courses;
- direct face to face contact with tutor in a residential centre;
- self guided and paced study;
- re-inforcement through student activity (e.g. essays, field trips);
- continuous evaluation of courses.

Michael Drake, Dean of the Faculty of Social Science of the British Open University, has described the Open University as "the industrial revolution in higher education. It is an institution but it is also a concept. It could exist in a variety of forms. There may be better forms than the present one, for the system imposes tremendous demands on both its academics and its administrators. Can the institution survive its success is a question one must ask. Should one aim ...... to graft some if not all the features of the Open University on to a conventional university institution ?" (1).

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(1) Lecture given in U.C.D., 1972.

Since the publication of the Committee's Interim Report (1) the Committee has devoted further study to the idea of an Open University but concludes that since the system in Britain is still evolving, and that since in any event it is so costly, it would be advisable to postpone further consideration until the British system has been some time longer in operation. Furthermore the very cost of an Open University in relation to our population would give it a low priority in our educational requirements.

Radio Telefís Éireann has however demonstrated such a capability for providing useful and essential educational programmes that with some expansion by it and co-ordination with the work of other adult education agencies, Ireland could for a relatively small additional expenditure have greatly enhanced adult education facilities.

2.5.6 Accordingly, the Committee recommends that:-

- *R.T.E's present provision of adult education be extended;*
- *adequate finances be provided to administer such an extension of R.T.E's adult education service;*
- *other adult education agencies in Ireland co-operate with R.T.E. in this service extension;*
- *suitable programmes, using the multi-media methodology, and of relevance to Ireland, be purchased from such agencies as the Open University, Television Canada, Telec, Telaschola, etc.;*
- *the National Council for Educational Awards be the official body to award accreditation to adult education programmes provided through radio and television if and when it is requested that such courses be offered as credit for a degree, diploma or certificate award by accumulation;*

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(1) "National Adult Education Survey, Interim Report", Chapter X, Page 44, Stationery Office, October, 1970.

- *the establishment of a special committee to consider the implications of the Open University in Ireland and to define stages of development for the possible emergence of such an Irish-type Open University.*

The Committee notes with satisfaction that the Minister for Posts and Telegraphs is negotiating with the B.C.C. in order to make B.B.C. programmes available in all parts of Ireland.

Correspondence Courses

2.5.7 In some countries correspondence courses have for many years formed part of the public educational system; in others it has developed largely as a result of private enterprise and provided for those left out of the public provision. Wedell observes (1) that "education by correspondence is a sector of the educational provision which evokes among education experts very varying responses".

The genuine interest of people in personal, economic and social development through education and the willingness of people to integrate learning experiences into their normal life, the rapid increase in the design and use of educational technology and the results of research on effective methodology in adult learning contribute much to the present popularity of correspondence courses. Correspondence education is no longer a function which can be defined in simple terms. Increasingly the traditional element in correspondence education, that is the sending of an ordered sequence of lessons to students through the post with or without opportunities for the correction of exercises returned by the students, is being replaced by more elaborate arrangements combining a number of teaching and learning facilities. This multi-media approach has become possible partly by the extension of the methodological basis of long-distance study.

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(1) Wedell, Professor, E.G., "Place of Education by Correspondence in Permanent Education", Page 9, Council of Europe, 1970.

"Many combinations of media are used. The French system distinguishes mainly between long-distance tuition accompanied by radio or television programmes on the one hand and the long-distance tuition combined with face-to-face tuition on the other. The Open University in the United Kingdom combines all three of these elements with a fourth; short periods of residence by its students in 'the course of each year'" (1).

"One feature which most correspondence education systems have in common is that they cater mainly for adults. These adults are often young but they have finished their compulsory schooling." (2)

The Committee has found that correspondence education is little developed or in use in Ireland. Many adults here however avail of correspondence courses through English institutions, e.g. London University, Wolsey College, T.U.C.

In his very comprehensive survey of the adult student engaged in correspondence education, Professor Wedell found that:-

- more men than women tend to take the correspondence courses;
- the students tend to come between the ages of 20 and 40 years;
- they tend to be concentrated in the more urban areas of a country and tend to predominate in areas of commercial activity;
- they tend to become involved in correspondence education for:-
    - (i) vocational development, advancement;
    - (ii) initial training for a job or trade or profession;
    - (iii) change of occupation;
    - (iv) in-service training;
    - (v) personal interest - development.

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(1) Wedell, Professor E.G., "Place of Education by Correspondence

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(1) Wedell, Professor E.G., "Place of Education by Correspondence in Permanent Education", Pages 10 and 11, Council of Europe, 1970.

(2) Ibid. Page 11.

Many European correspondence education agencies which the Committee found efficient and effective receive financial support through:-

(i) substantial Government grants,

(ii) foundations,

as well as from students' fees and publications.

2.5.8 Correspondence education provision requires appropriate resources for administration, planning, teaching, evaluation and research and also involves the active participation and partnership of adult education agencies, community groups, central departments of Governments, commercial firms and semi-state bodies.

In view of the expensive nature of effective correspondence courses, their development and extension in Ireland will be achieved by the:-

- gradual extension and carefully planned development of existing correspondence courses here;
- increased sharing with those available now and in the future in Britain and on the continent;
- their continuous assessment;
- availability of staff to administer the courses;
- increased use of educational technology.

2.5.9 Correspondence education must be considered as part of the normal education provision and thereby entitled to financial support from the Department of Education. The Committee recommends that:-

- *correspondence course institutions be subject to approval by the Department of Education on the lines of the Employment Agency Act, 1971,* (1) *in order to ensure that appropriate standards are achieved.*

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(1) The Employment Agency Act, 1971, published by the Stationery Office, May, 1972, can be purchased through any Bookseller, or directly from the Government Publications Sale Office, G.P.O. Arcade, Dublin, 1; Price: 7½p.

Correspondence courses leading to professional awards or academic distinctions would, the Committee believes, require recognition from the National Council for Educational Awards.

2.5.10 Correspondence Courses could be provided in Ireland by:-

- private agencies of general education;
- trade unions and management institutes;
- specially designed correspondence education colleges;
- universities and institutions of public administration;
- Church-related adult education agencies, especially in the area of religious adult education.

FINANCE

2.6.1 The degree to which an activity is to be financed depends as much upon how that activity is perceived and valued as it does upon any objective appraisal of its effects. Such is the case with adult education. The perception and value of adult education as outlined in Chapter 1, necessitates financial resources far beyond the present provision.

Finances are defined here as a resource for the development of a dynamic relevant and flexible adult education movement, programme and structure. Sources of financial support are:-

- students', participants' and community members' fees;
- special collections;
- grants from Government Departments;
- loans from banks and lending institutions;
- foundation grants and awards;
- publications;
- local taxes;
- industry.

2.6.2 As we have said in Chapter 1 most of the major units providing adult education in Ireland are dependent units of larger organisations. They are therefore generally allocated a relatively small proportion of the resources of the parent body. Indeed one frequently finds no specific financial provision for adult education although adult education is being provided. Therefore:-

- it is impossible to compute with any degree of accuracy the extent of resources employed on adult education;
- because adult education accounts only for a small proportion of the expenditure of the parent organisation it does not rate a high financial priority. Therefore when finances become scarce adult education usually suffers a disproportionate cutback. This is evident from many submissions, particularly those from Vocational Education Committees.

2.6.3 While it is difficult to compute accurately the extent of resources devoted to adult education the Committee has attempted to do this. It appears that in 1972/73 the total expenditure from Central and Local Government on it was £2.5m. It is the view of the Committee that this does not represent a sufficiently high level of expenditure to meet even all existing needs and in order that its financing can be viewed independently and in its proper perspective at all times, the Committee recommends that:-

- *a separate budgetary provision be made in the Department of Education for adult education and that initially this be devoted primarily to the general improvement and extension of the existing service and to the specific recommendations contained in Chapter 6*.

CONCLUSION

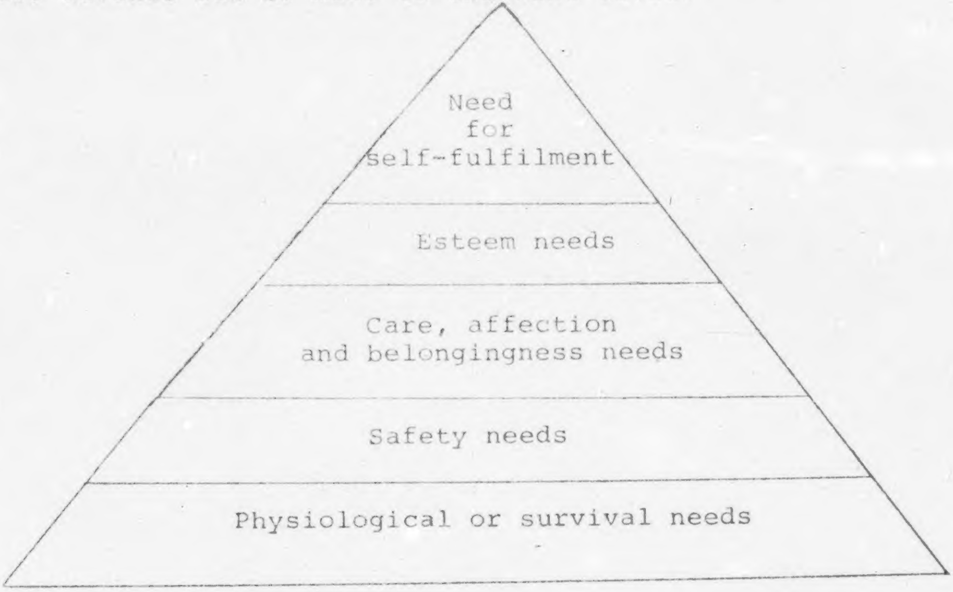
2.7 Agencies of adult education - at all levels - must recognise and utilise all such resources which are available throughout all strata of the community. These resources are scarce and must therefore have optimum use. They have not been sufficiently used before now possibly because of:-

- a lack of awareness of their existence and availability; availability;
- an ignorance of their potential as resources;
- a reluctance to integrate new techniques into traditional teaching/learning methods.

CHAPTER 3

NEEDS

3.1.1 Of particular help in assessing the needs of the adult learner in this society of rapid change, is the application of Maslow's (1) hierarchy of human needs. Maslow stresses that the needs of the adult can be arranged in a definite order or hierarchy - each level of need must be fulfilled or achieved before advance can be made to the next level.


Need for self-fulfilment
Esteem needs
Care, affection and belongingness needs
Safety needs
Physiological or survival needs

Self-fulfilment is a healthy man's prime motivation and this means translating one's total potential into reality. This need underlines much of the activity of the continuous maturing person.

Adult education (both formal and non-formal) can service each level in this hierarchy of needs.

FUNDAMENTAL NEEDS

CONCEPT OF EDUCATIONAL NEEDS

3.1.2 Educational Planning has been defined as the "exercising of foresight in determining the policy, priorities and costs of an educational system, having due regard for economic and political

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(1) Maslow, A.H., "Motivation and Personality", Harper and Row, New York, 1954, Page 69.

realities, for the system's potential for growth and for the needs of the country and of the pupils served by the system". (1)

Such a plan for education involves of its nature an analysis of the present system of education in Ireland and also a study of the social, economic and cultural situation of the present decade. When we plan, we place a goal or objective before us which involves either the development and extension of the present system or the substantial modification of it. Both these courses of action suggest that change is an integral part of all planning; we formulate plans or programmes in order to improve, extend, modify or change the existing system.

The underlying philosophy of adult education is that attitudes can be changed and that the direction and amount of change can in part be planned. Any educational plan, especially for the long-term, to be effective as a change agent must take into account the true needs of the learner and of the community. To remedy defects in any system or to develop and extend this system, certain needs must be identified and fully studied and policies must be determined and implemented which may go some way at least towards the servicing of these needs.

3.1.3 The method most often used to indicate needs in the educational context is that of contrasting the present situation with the more desirable situation. The size of the gap between what actually exists and the more perfect position is an indication of the acuteness of Need.

An educational need may be interpreted in terms of one's level of knowledge, the present attitudes one has, or in the skills that one possesses. It may also be interpreted in terms of desired economic, social or cultural changes or in terms of

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(1) Birley, D., "Planning and the Educational Administrator", Routledge and Kegan Paul Ltd., London, 1972.

practices followed. Many people to-day are inclined to view the economic objectives of a community as having a certain priority over social, cultural, political and personal requirements or personal development. The servicing of all the needs of the community, and of the individual, is a process which should not give precedence to any sector but should attempt to service each requirement, be it related to social, cultural, personal or economic development.

A basic problem confronting the adult educator and indeed any person or body attempting to service needs, is that of assessing accurately and realistically what precisely are the major requirements of the groups in question. All of us experience need as part of our living; some individuals or groups are more articulate than others in the expression of it. In the context of adult education, a common unawareness of what is wanted creates a further difficulty. Some people are conscious of their educational needs - those possibly resulting from deficiencies or from the premature abandonment of formal schooling - but for the majority of Irish people there seems to be a reluctance to express a felt need for further educational opportunities. Each individual whether or not he belongs to a particular economic or vocational group has certain requirements arising from the various social roles which he exercises in the community. However, the remedial objective of adult education, i.e. to make up for the deficiencies of an incomplete earlier schooling - has not received the emphasis which would seem to be merited by trends indicated in recent statistics of the Department of Education (1). Indeed the figures available indicate that remedial education is a major need in the Irish context.

The exercise of one's social role as a parent, a home-maker, a worker, a neighbour, a citizen, a church member, a member of a political party, a child, etc., involves a certain responsibility

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(1) Chapter 3, Table 2, Page 65.

based on the attitudes and aspirations of the person and of the community (1). The vast changes occuring in society place even more demand on the adult in these social roles. Adaptability is a necessary attribute of human behaviour in even stagnant societies, hence it is an even more vital objective for adult education in the new "transient" society. Capability has been the primary goal of the educational process for the recipient, now what Toffler describes as "copeability" (2) would seem to constitute a desirable objective for all facets of the educational system, but more especially for adult education.

Programme development or educational planning must therefore seek an understanding of how need is perceived by both the potential adult learner and by the experts in the field of adult education. Formerly, needs of adults in the community were often identified solely by the providers or the organisers of adult education programmes without sufficient reference to the individuals whose requirements were being determined. Although this was a well-meaning exercise on the part of educational planners, the vital communication which should have existed between potential adult participants and the providers of these programmes was almost non-existent. Nowadays adults are more involved in the appraisal of their needs as it is generally accepted that an adult educational programme will be more attractive if the potential participants realise that a gap exists between their present standard of knowledge and skills and what is possible to them. Knowledge about the individual's views concerning his requirements can enable the adult educator to clarify for him both their nature and how the educational programme can help to satisfy them. The knowledge of how the individual perceives his needs will suggest issues, methods and relevant subject material and content which might result in a more compelling educational programme.

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(1) Chapter 1, Page 16.
(2) Toffler, Alvin, "Future Shock", The Bodley Head Ltd., 1970.

NEED IN THE FORMAL SCHOOLING SECTOR (PRE-ADULT EDUCATION).

3.1.4 Despite the availability of free post-primary education, the raising of the school-leaving age to 15 and the changing attitudes of parents to education there will be for many years to come a great number of young and not so young adults who have prematurely dropped out of the educational system. Specialisation, academic orientation, selection at too early an age, coupled with the potential earning power of the 15 year old member of the larger families especially, may be responsible to some extent for this drop-out. An English survey (1) in its findings on the social, economic and educational factors involved in early educational drop-out, has much to say which is pertinent to the Irish situation. Social-class, parents' education and especially the parents' and child's estimation of the value of even second level education are probable factors of impact in the Irish context too (2). The emerging "comprehensiveness" of the formal school curriculum is a factor which may ameliorate the drop-out rate of Irish adolescents.

3.1.5 However, the picture which emerges from recent official statistics is not consoling.

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(1) Young School Leavers "15 - 18", H.M.S.O., 1959.

(2) Chapter on Participation in "Investment in Education", Report of the Survey Team appointed by the Minister for Education, Stationery Office, December, 1965.

TABLE 2

Terminal Leavers from National Schools (Leaving full-time Education) by grade, sex and year (1)

Year	5th Grade		6th Grade	
	Boys	Girls	Boys	Girls
1967/68	1,009 (31,031)	660 (29,376)	2,903 (29,398)	2,965 (28,714)
1968/69	787 (31,942)	407 (29,672)	2,621 (29,170)	2,582 (28,609)
1969/70	538 (31,233)	361 (30,034)	2,958 (30,004)	2,102 (29,034)

Figures in brackets indicate the total number on rolls. According to these statistics, over 10,800 boys and over 9,000 girls of 5th or 6th grade in the Primary schools left the formal school system in the three year period 1967 - 70. From the 1966 Census (Vol. V11) we learn that less than half of 16 year olds in the country were receiving full-time education, while the figure for 18 year olds had dropped to one-fifth. In the case of 24 year olds, 4.8% of the Males and 1.2% of the Females were involved in full-time education in 1966 (2).

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(1) Source - Department of Education, March, 1972.
(2) Census of Population 1966, Vol. V11, Stationery Office, May, 1970.

Examination results for 1971 are also discouraging.

TABLE 3

Results of Certificate Examinations 1971 (1)

(i) Leaving Certificate (1971)

	No. Examined	No. who Qualified for Certificates	Percentage Certificants
Boys	9,558	7,397	77.4
Girls	11,222	9,367	83.5
TOTAL	20,780	16,764	80.7

(ii) Intermediate Certificate (1971)

Boys	16,963	12,238	72.1
Girls	19,439	14,419	74.3
TOTAL	36,402	26,657	73.2

(iii) Group Certificate (1971)

No. of Individuals who Entered	No. of Individuals who Sat	No. of Individuals who Qualified for Certificates
19,149 (100.00%)	16,845 (87.97%)	9,475 (49.48%)

These tables indicate that:-

- a substantial number of 16 year olds had finished with formal schooling;
- 20% approximately of those who sat for the Leaving Certificate failed to qualify;
- 27% of those who sat for the Intermediate Certificate failed to qualify;
- 50% approximately of those who entered for the Group Certificate failed to qualify.

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(1) Source: Department of Education, March, 1972.

Investment in Education (1) in its estimation of the total outflow from the educational sector (1961-1971) given the following figures:-

29% No qualifications
24% Primary Certificates
40% 2nd level Certificates
7% 3rd level Certificates

This same report also predicted that during the 10 year period (1961-1971) the demand for 2nd level "junior certificates" (holders of one or another of the certificates awarded at the end of the junior section of the post-primary school) would exceed the supply by 76,000 (7,600 per annum). On the other hand the survey team predicted that there would be *a surplus* of approximately 1,000 "third level certificates" (University Graduates and those at corresponding levels of higher education), *a surplus* of approximately 70,000 with no post-primary education (1). If we accept these figures and predictions it is obvious that, in Ireland, we are educating in the academic stream beyond the availability of posts for people who are academically educated.

3.1.6 In the Agricultural sector of the Community, the trend of early educational drop-outs is certainly a cause for concern.

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(1) "Investment in Education", Pages 200 and 201; Stationery Office, December, 1965.

TABLE 4

Percentage distribution of farmers according to school/college of terminal education by age of farmer in the twelve counties of the Western Region of Ireland (1).

Age Group	School or College of Terminal Education				Total
	Primary	Vocational	Secondary	University	
30 or less	77.5	12.9	9.1	0.5	100.0
31 - 40	88.1	5.5	6.1	0.3	100.0
41 - 50	92.3	2.6	4.9	0.2	100.0
51 - 60	95.4	1.1	2.9	0.6	100.0
61 - 70	96.2	0.5	2.8	0.5	100.0
Over 70	98.1	-	1.3	0.6	100.0
All Farmers	93.1	2.5	4.0	0.4	100.0

3.1.7 Based on the above observations and statistical findings we would outline certain basic requirements in the formal educational system which a structure for adult education must take into account in planning its programme:-

- the provision of facilities for Pre-School Education and the incorporation of Environmental Studies into the curriculum of 1st and 2nd level education;
- the establishment of closer links between the school, the home and the community in the total educational and socialisation process;
- the avoidance of any selection at too early an age, i.e. 11 - 13, between academic or vocational education;

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(1) Scully, J.J., "Agriculture in the West of Ireland", Table 4.13, Page 43, and fig. 1.1. for map of Western Counties, (Department of Agriculture), Stationery Office, December, 1971.

- the availability to all of a more comprehensive education - this involves less disparity between academic and vocational streams and less specialisation at too early an age;
- continuous Educational Counselling and Career Guidance from the initial years of post-primary education;
- re-assessment of current evaluation processes;
- the use of the media and other forms of communication to create an awareness of the value of education in parents and children;
- a re-structuring of the formal school system to ensure that the period of formal schooling is an initiating influence rather than terminal, by the creation of an atmosphere and environment whereby people will be so adaptable as to satisfy their needs for further education whenever they perceive these needs;
- the emergence, development and the full and integrated reality of the Community School as a step towards the implementation of the philosophy of Permanent Education;
- a continuous development of the already implemented pupil - centred education system;
- a willingness and a readiness on the part of the authorities in the formal school system (Boards, Managers, Headmasters, etc.), to place all available resources at the disposal of the community for adult educational purposes;
- the understanding and acceptance that adult education, in its fullest definition as in this Report, is a real discipline or science with its own methodology, objectives, training and so on.

MAJOR ADULT EDUCATION NEEDS OF CERTAIN COMMUNITY GROUPINGS

3.1.8 Research in other countries, by outlining the expressed goals of individuals who participate in adult education programmes, indicate the areas of need perceived by these people in their own lives. The NORC survey (1) classified adult participants as follows:-

- Goal oriented;
- Activity oriented;
- Learning oriented;
- Under-educated.

American studies on this subject (2) stress the fact that among participants, the professional, technical and related occupations lead in numbers attending classes, that the majority of adults are taking classes of a vocational and recreational nature and that fewer are taking traditionally academic courses (3).

Statistics from America indicate certain trends among adult education participants. Adult Education Directors were asked to state why, in their opinion, adults participated in educational activities: 33% of Directors mentioned leisure and recreation as the primary motive, 27% considered vocational skills as more important, 26% mentioned continuing education and 10% of these directors thought that motives of cultural and community developments were the prime factors (4).

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(1) N.O.R.C. (National Opinion Research Centre) Report by J.W.C. Johnstone, 1965.

(2) Adult Education, Vols. XXl, No. 4, 1971, & XXll No. 2, 1972.

(3) Axford, R.W., Adult Education "The Open Door", International Textbook Co., Penn., 1969.

(4) Ibid.

These survey findings, while valid in the case of American adults, are also a reflection of the social, cultural and personal crises experienced by many people in the U.S.A. While no extensive research on the motivating factors of participation among Irish adults has as yet been undertaken, certain trends are gradually becoming apparent. Vocational and recreational objectives are mentioned more often than any others, as reasons for participation (1).

The investigation engaged in by the Committee (2) together with a study of recent reports and research, indicate general areas of need within the major sectors of the community. Many of these needs are indeed common to all sectors, e.g. need for remedial or second-chance education. Consequently, a certain over-lap seems inevitable when an attempt is being made to outline the major needs of the various community groupings. Economic, social and religious goals will form objectives common to the agricultural sector as well as to the industrial and other sectors.

3.1.9 NEEDS IN THE AGRICULTURAL SECTOR

The Committee is aware of the Agricultural Advisory Service (3), how it operates and how it has equipped itself to give an effective adult education service. Each county develops an educational and advisory programme, providing for the main problems of the county, and sets out the action which the Advisory Service proposes to take during the year in order to help people solve those problems. The action proposed is thus designed for the educational needs of the people who are informed beforehand of the learning opportunities to be provided. The Committee is confident that the Agricultural Advisory Services will remain flexible and will adjust or expand to meet the changing needs and circumstances of the agricultural community. The Committee considers that particular attention must be given to the following areas of need in the agricultural community:-

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(1) Unpublished survey conducted by adult students of the U.C.G. Extra-Mural Class in the Sligo Area (1971).

(2) Appendix 1 - Methodology, Page 139.

(3) "National Adult Education Survey, Interim Report", Chapter V, Page 22, Stationery Office, October, 1970.

- Post-primary education for the farming community in general (Courses for adult farmers) (1).
- The creation of an awareness among small farmers of the need for adaptation and possible re-training because of development in agricultural techniques.
- The preparation of the Irish farmer and farm worker for the changes which will result from technological advances in the farming industry.
- The development of social amenities in the rural areas of Ireland. The lack of leisure-time activities for the agricultural community is a problem to be tackled by both Voluntary and Statutory bodies.
- Closer co-operation between the various bodies whose objectives include the development of the agricultural community is both desirable and necessary if duplication of activities is to be avoided and a better service provided.

3.1.10 NEEDS IN THE INDUSTRIAL AND COMMERCIAL SECTORS

- Remedial activities to help ameliorate the illiteracy problems of many young workers.

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(1) Chapter 3, Table 4, Page 68.

- Special programmes which will prepare workers for change of job, job-advancement or redundancy. These programmes must involve not merely the provision of specialised mechanical skills but also offer education in the true sense of this term.
- The rationalisation of services afforded by the Irish Management Institute, AnCO, Institute of Public Administration and other Bodies involved in Education and Training to ensure that the nation's scarce resources are used to their full potential.
- More extensive programmes of courses in trade union organisation, industrial relations, communications and industrial relations, communications and industrial democracy.
- Educational provision for the unemployed and the unemployable.
- Programmes of liberal education which may help to avoid the dehumanising effects of repetitive manipulation of products and machines.
- Facilities for day-release for workers who wish to pursue educational or training programmes, together with financial assistance by firms to enable their employees to avail of such courses.
- Facilities for workers - especially premature school-leavers - to take a Leaving Certificate course on a part-time basis.

3.1.11 NEEDS IN THE SOCIAL SECTOR

- Preparation for the social roles and development tasks as already outlined above.
- Political education at all age levels.
- Education for leisure - hobby and cultural pursuits.
- Education in democracy and community development.

- Preparation for decision-making and participation in community affairs.
- Education for parents.
- Development of critical faculties especially in regard to the mass media.
- Leadership training.
- Studies in Irish culture - our heritage especially in relationship to the study of other European cultures.
- Education for retirement.

3.1.12 NEEDS IN THE RELIGIOUS SECTOR

- Education on Christian values, their constant development and relevance in a changing social environment.
- Religious education for all adults, parents, teachers, priests and religious.
- Clarification of practical Christian social responsibility in the 70's.
- Preparation of the laity for participation in the apostolic and social mission of Christianity.
- Studies in comparative religion.
- Studies in Modern Christian philosophies.
- Studies in Christian Socialism.

3.1.13 NEEDS IN THE REMEDIAL SECTOR

- Training and education for the deprived whether these be:-
  - (i) educationally handicapped;
  - (ii) economically deprived;
  - (iii) socially deprived;
  - (iv) mentally or physically handicapped.
- Mental Health education - providing an incentive and interest for those in society who have become introverted and mentally stagnant.
- Education and training for prisoners.

- Education for the general public in regard to these groups - to gain an understanding of their problems and to help people who suffer deprivation in any form to involve themselves in attempting to ameliorate the problems.
- Development of new methods and techniques in the treatment of these groups.
- Opportunities for second-chance education at any period of one's life (1).

SPECIAL NEEDS

COUNSELLING

3.2.1 The Committee's studies throughout the total investigation revealed the urgent need of a community based adult education advisory and counselling service; many adults do not know what is available to them. They have therefore a need for detailed knowledge on how, where and when they can go and take part in an adult learning activity. They require to know the cost and how to procure resources which will help them to continue their learning activities. They clearly do not know how to use such community resources as libraries and museums. Such an advisory service could be set up locally (2) or incorporated into the work of a Community Council or Citizens' Advice Bureau.

3.2.2 In the course of its investigations the Committee also noted that there was no adequate or complete directory of the total provision of adult education in Ireland. The Committee therefore published one as an appendix to the Interim Report (3); there is

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(1) Chapter 1, Page 13.

(2) e.g. County Wexford Association of Adult Education.

(3) "National Adult Education Survey, Interim Report", Appendix B, Page 57, Stationery Office, October, 1970.

an urgent need to publish one regularly so that adults may be aware of the resources available to them in adult education.

3.2.3 The Committee recommends that:-

- *Aontas (1) undertake the publication of an annual directory of adult education services;*
- *local adult education associations undertake the annual publication of local or regional directories of services in adult education.*

Such directories ought to include information under the following headings:-

- area of interest and objective;
- full name, address of agency or association, telephone number, contact-person;
- fee structure;
- times of courses;
- location;
- publications;
- resources and methodology;
- accreditation or not;
- principles of effective adult learning and participation.

3.2.4 Adults also require help and counselling in identifying their needs, their own resources, and so on. This is a demanding task and would require personnel trained in counselling techniques. Counselling adults can also re-inforce their motivation to learn. Again many adults join adult education classes for various reasons and some of them become unhappy and frustrated because they find themselves either pursuing wrong or irrelevant courses, not being successful or having inter-personal or group problems. Herein again is another area requiring a continual counselling

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(1) Chapter 4, Paragraph 4.5.2, Page 111.

service. Jennifer Rogers emphasises the importance of counselling service. "In full-time adult education, even more clearly, counselling is essential; if formally incorporated into a course it can be an important and valuable way of reducing the feelings of tension and inadequacy which so many adult learners feel and which are a barrier to learning. It is perhaps one indication of the growing recognition of the importance of counselling that it is incorporated in the work of the Open University. Every student sees his counsellor at regular intervals - a necessary and wise method of giving academic and emotional help to the students who are obliged to study alone and without the constant support of teachers and other students". (1).

COMMUNITY DEVELOPMENT

3.2.5 Community development is a process of education but the process is educational in a fundamental sense that goes beyond formal teaching. "It re-emphasises the outcome of learning in terms of peoples lives, value systems and competence". (2). It involves the marriage of voluntary and statutory organisations and it seeks the development of people in a planned systematic programme of activities and projects.

Accordingly, the following elements emerge which are of significance to the work of adult educators and their agencies:-

- the study of community, the identification and analysis of community institutions, relationships, resources and needs;
- citizen or community member-participation and the motivation of people to become involved in community action;

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(1) Rogers, Jennifer - "Adults Learning", Penguin, London, 1971, Page 36.

(2) Dunham, Arthur, "The New Community Organisation", Crowell, New York, 1972, Pages 172 and 173.

- study of effective communication processes, including public relations in the community and subsequent use of such channels;
- identification, training and use of the community-leadership group and professional personnel in the community;
- the use and training of the voluntary community and social workers;
- the study of the administration of voluntary community organisations and associations;
- the development of youth-community services;
- the careful study of such community processes as conflict, competition, co-ordination and co-operation;
- study of national development under the following headings:-
    - economic,
    - social,
    - cultural,
    - political,
    - religious,
    - health and welfare,
    - educational;
- study in a concrete way of international development and responsibility;
- study of social philosophy and Christianity;
- reflection of physical planning and environmental studies as related to specific communities;
- consumer education and the study of local government.

If adult education agencies and community development organisations included these elements in a systematic approach to the achievement of their stated objectives, much happiness, fulfilment and social and political importance would accrue to the local communities;

public relations in the community and subsequent use of such channels;

- identification, training and use of the community-leadership group and professional personnel in the community;
- the use and training of the voluntary community and social workers;
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    - educational;
- study in a concrete way of international development and responsibility;
- study of social philosophy and Christianity;
- reflection of physical planning and environmental studies as related to specific communities;
- consumer education and the study of local government.

If adult education agencies and community development organisations included these elements in a systematic approach to the achievement of their stated objectives, much happiness, fulfilment and social and political importance would accrue to the local communities; many community projects would not fail, many unnecessary community activities would not be launched and community development would

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become more relevant to the real needs of local communities and a greater contribution would be made to national and international development. Our national culture conceived in the fullest extent would be made manifest, understood and communicated to the world. The many implications of social change would be realistically assessed at local and national level.

COMMUNITY EDUCATION

3.2.6 An emerging field of adult education activity is that of direct community education. It is of course linked up with and stimulated by community work, community organisation, community development and community action. In fact it is significant that in the developing countries the process of community development was initially called mass or community education. The adults participating in community work are anxious to have a more precise knowledge of the many changes, and their social consequences, which are affecting or will affect them, their families and their communities. They are seeking skills whereby to interpret, re-define and apply these changes in their own living situation. The adults today are re-acting to the sense of alienation, powerlessness, and isolation which seem to characterise modern urban and industrial society. They are equally trying to grapple with the new leisure which is theirs as a result of new work patterns. Dramatic changes in Ireland must be expected in view of our membership of E.E.C., the reorganisation of local government, the birth and full flowering of the community school, the publication of the Fourth Programme for Economic Expansion, rationalisation of educational services and the development of an on-going relevant adult education provision. These changes will generate a big demand for community education in the following sectors:-

- the administration of local government;
- the education, health and social services at local level;

- the local religious system or institution;
- the training of leaders;
- organisational administration at local level;
- the analysis of community and the community interaction process;
- local social problems;
- local political institutions.

The community adult education agencies must not hesitate to reflect in their work these assessed needs and demands of the members of local groups and communities.

The Committee recognises that some church-related agencies are already providing excellent services to meet these needs but there must be an immediate expansion of their work to all sectors of the community. Other agencies, especially basic local communities, should endeavour to initiate new projects in this area of family life education.

RECOMMENDATIONS

3.2.7 The Committee recommends, therefore, that:-

- *community development be treated as an integral part of the adult education provision in Ireland*;
- *the National and Local Structures of Adult Education (Voluntary and Statutory)* (1) *include community development within their objectives and policies*;
- *the training programmes of adult educators include the study of community development and professional personnel should conduct research in community studies*;

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(1) Chapter 4, Page 101.

- *community educators/adult education organisers, as recommended in Paragraph 3.3.7 of this Chapter have some training and experience in the work of community development*;
- *community councils be supported by resources and include in their objectives not only community development but formal adult education activities*;
- *local authorities employ professional community development officers to assist community councils in their work*.

THE POVERTY GROUPS AND RELATED SOCIAL PROBLEMS

3.2.8 A recent national Conference on Poverty in Ireland (1) and the subsequent publication of papers presented there emphasised the fact that poverty, in the most complete and full sense of that work, exists in Ireland. There is physical, mental, emotional and social poverty and alienation; very often this poverty condition develops as a result of or effect of rapid social change (e.g. technology, urbanisation, mass media). Adult education has a clear mission in respect of such poverty situations or human conditions:-

- to explain to the adult community what are the total facts, i.e. the culture and the social system which produces the problems;
- to discover the extent of the problems, and to examine their causes;
- to explore possible solutions;
- to help choose the best solution and to help in its implementation;
- to assess the results of the implemented action.

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(1) Kilkenny, November, 1971, organised by the Catholic Hierarchy Commission on Social Welfare; Social Studies, Vol. 1, No. 4, August, 1972.

This programme of adult education activities implies the co-operation of all adult education agencies, statutory bodies, professional and voluntary community workers, the mass media and all members of the community. The well developed principles, techniques and methods of adult learning are of course pre-supposed throughout all stages of the plan.

Adult education must also examine the system which produces, facilitates or sustains such poverty and social problems. It must question certain types of social and political administration such as the growth of bureaucracy. To accomplish renewel, adult education needs to understand and try to activate what prevents and charges such a style of living.

FUNCTIONAL ILLITERACY (1)

3.2.9 The Committee does not know, nor is there any inexpensive way of finding out, the extent of functional illiteracy in our society but through submissions, especially from some Trade Unions, it concludes that the situation is a good deal worse than is generally believed. It has been submitted to the Committee that the level of literacy and numeracy is so low amongst many of the working population that promotion, even to minor supervisory grades, or further training that is not strictly manipulative, is virtually impossible for many.

The Committee has also been urged to take account of a similar type of functional illiteracy amongst many farmers and farm workers, although the evidence is that no such problem exists amongst adult females in the rural community.

Since the publication of the Committee's Interim Report (2)

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(1) Chapter 1, Paragraph 1.3.4, Page 13.

(2) "National Adult Education Survey, Interim Report", Stationery Office, October, 1970.

many submissions and public comments motivated us to undertake or to commission research in this area of functional illiteracy. Initial findings indicate that it is wider than at first thought. The Economic and Social Research Institute would be willing to undertake a major research in the total area of poverty and functional illiteracy. The Committee notes with satisfaction that some adult basic education projects have been successfully launched and that there is an ever increasing demand for such courses as Basic English and Mathematics.

The Committee sees the need for the training of some adult teachers and community workers in the modern methods of literacy methodology.

RETIREMENT

3.2.10 When we realise that up to 25% of one's life may be spent in retirement, we come to look on it not as the end of life but as a new phase of it in which there can be much satisfaction. Retired people get immense satisfaction out of catching up on all sorts of knowledge and the sooner before retirement that a start is made with them the better. Just as with every other phase in life, preparation is necessary for successful retirement. Ideal pre-retirement training goes on right throughout one's life when the habit of knowledge acquisition is never allowed to lapse and the brain is not permitted to become lazy.

Since the publication of the Interim Report (1) the Committee notes with satisfaction that some industries have launched very helpful and positive pre-retirement education activities and formation programmes. The Committee hopes that these courses of study will be extended to other industries.

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(1) "National Adult Education Survey, Interim Report", Stationery Office, October, 1970.

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Some adult education agencies have launched similar programmes. Other community based adult education agencies could effectively set up such preparatory and educational programmes for those who are retiring from industries in the community and from the public services.

MENTAL ILLNESS, ALCOHOLISM, DRUG ADDICTION, ETC.

3.2.11 The many research findings, publications, conference reports and case studies now available to us vindicate the involvement of adult education in the understanding and solution of such great social problems. The approach of adult education in these areas can be preventive, remedial and rehabilitative:-

- Preventive - in the dissemination of knowledge and information of what the problems are, how and why they emerge;
- Remedial - in so far that members of the community will, through adult education acquire the necessary knowledge, skills, the sensitivity to know what to do when they meet these problems in the home or in the community;
- Rehabilitative - the members of the community will see and understand how and what part they will play in rehabilitating the person who has so suffered such an illness. The adult is part of the rehabilitative community.

ITINERANTS

3.2.12 Itinerants are a special type of poverty group with all of the group's problems together with that of adapting successfully to settled living.

A full and intensive sociological study of the culture, social habits and background of the itinerants would greatly facilitate educational work with the itinerants. The Committee has noted the

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great adult education work being carried out amongst itinerants by several voluntary groups.

More experimentation in this area, through use of the current literacy training, methodology and assessment of such work is necessary.

PRISONERS

3.2.13 Many prisoners, especially those on short-term sentences, are in prison because they cannot cope with life. Some of them are illiterate; a great improvement in their condition can be effected while they are "in" and a start has been made. Adult education can fulfil both preventive and remedial functions for them.

Adult education agencies should consider it their responsibility to indicate to communities their role in the rehabilitation of prisoners. Adult education should also examine the life patterns of prisoners, their crime-patterns, and the total care of prisoners from the educational point of view. Experiments in adult education with prisoners is an obvious necessity of our adult education provision.

SERVICE TO YOUTH

3.2.14 This activity is incorporated in almost every recommendation of this Report as the Committee considers that youth must be regarded as part of the general clientele for adult education. International studies in youth, community work and adult education reveal essential and intrinsic relationships. The work with the out-of-school young person or young adult is related to adult education in regard to:-

- objectives and policies;
- methodology;
- content of the activities which are planned.

The training of youth club leaders, and workers with the so-called unattached or informal youth group, include many aspects of the training of adult educators. In this the Committee includes:-

- voluntary youth workers;
- part-time professional youth workers;
- full-time professional youth workers.

The many research studies on youth work, youth problems, generation gap, and so on reveal areas of personal, family and community living, which are justly the concern and objectives of the education of adults or of the older members of the community.

3.2.15 The Committee supports and recommends:-

- *the acceptance and translation into action of the national policy statement of the National Youth Council of Ireland* (1) *by the Government and by the community;*

Many of the policy statements included in this practical and dynamic document stress the role and function of adult education in the development of a relevant, positive and fruitful youth service and organisation at all levels. Such concepts as permanent education, the non-formal methodology in education, functional illiteracy, social and political education, are seen as vital principles, in this comprehensive youth policy for Ireland; it also recommends that a study of the creative use of leisure and sport be undertaken by the young adult.

3.2.16 Adult education agencies must therefore help in providing resources for the implementation of this policy through:-

- the training of youth leaders;
- researching community problems and the social environment of the young adult and relating the findings to the training and the services provided by clubs and youth workers;

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- voluntary youth workers;
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(1) "Young Lives at Stake", National Youth Council of Ireland, May, 1972.

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- involving the informal teachers, e.g. parents and the youth themselves, in the design of community adult education activities;
- informing adult educators of what is happening in youth work and developments in Ireland and throughout the world;
- supporting the work of the National Youth Council.

INDUSTRIAL RELATIONS

3.2.17 Industrial Relations was examined in some detail in the Interim Report (1) and recommendations were made including a proposal for the establishment of an Institute of Industrial Relations with the following two-fold purpose:-

- "To develop an educational programme dealing with all aspects of industrial relations along the following lines:-

  (a) The provision of general basic courses in industrial relations, either whole-time, part-time or on a residential basis.

  (b) The provision of custom-built courses for worker and employer organisations, following appropriate consultations with the parties concerned. Such courses might be organised for bodies like the Irish Congress of Trade Unions, individual Trade Union Organisations, Employer Bodies, and institutions such as the Institute of Personnel Management.

  (c) The provision of lecturers for courses organised and administered by other bodies, including trade union and employer organisations.

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(1) "National Adult Education Survey, Interim Report", Appendix C, Page 120, Stationery Office, October, 1970.

- The encouragement of research into industrial relations problems. When necessary, the Institute might also initiate its own research programme. As part of its research activities, the Institute would also develop a programme for the publication of books and pamphlets dealing with industrial relations in all its aspects. As far as possible, the publications should be marked at the lowest possible price consistent with economic requirements, so as to ensure the widest possible distribution of such publications.

  The Committee does not envisage the proposed Institute displacing any of the educational activities at present being carried on by other agencies. On the contrary, the Committee would expect that the establishment of such an institute would be of considerable value to these bodies, and it is envisaged that there would be active co-operation between them at all times". (1)

3.2.18 While the Committee did not receive much of a response to this proposal, it is considered in view of the importance of the matter that:-

- *the establishment of an Institute of Industrial Relations is worthy of further consideration*.

TRADE UNION EDUCATION

3.2.19 The Committee has already noted the initiation in many Trade Unions (2) of specially designed educational programmes for their members, their roles and functions. The Committee hopes that such programmes will be enhanced by the greater inclusion of liberal studies.

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(1) "National Adult Education Survey, Interim Report", Appendix C.

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(1) "National Adult Education Survey, Interim Report", Appendix C, Page 122, Stationery Office, October, 1970.

(2) e.g. The Irish Transport and General Workers' Union, which in May, 1971 established a Development Services Division with its own Education and Training Officer, and the Workers' Union of Ireland.

3.2.20 From submissions and from a study of the deliberations of the Irish Congress of Trade Unions the Committee is satisfied that:-

- *the proposal for a special non-residential Trade Union College is worthy of support.*

Investigations in other countries reveal that the idea of a residential trade union college does not of necessity guarantee the successful realisation of the educational objectives. In-service day release and evening courses seem to provide more than adequate facilities for positive trade union educational experiences.

FAMILY LIFE EDUCATION

3.2.21 A really urgent and basic general need for our adult education service is the organisation of creative learning activities which have as their concern or objectives the full development of family life. The implementation of family life education will require:-

- co-operation by all educational organisations;
- specially trained tutors, counsellors, youth and community workers and volunteers;
- the active participation and co-operation of parents and young adults in identifying areas of need and in the designing of action programmes to meet these needs.

3.2.22 Family life education must deal with:-

- Preparation for Marriage;
- Education for married couples;
- Home Economics and Budgeting;
- Communications in the Home;
- The School and the Home; Parent Involvement in Educational Provision and Design;

- Consumer Education;
- Drug and Drink Problems;
- Religion and the Family;
- Family Health including the care of the Body through Physical Education (a much neglected area of adult education);
- Family Planning and Child Care;
- The Family and Leisure;
- The Family and The Community;
- Family, Ageing and Retirement.

Broad based family life education is a fairly new educational speciality but one for which there is a steadily increasing demand. It is a multi-professional area of study which is developing its own philosophy, content, and methodology from direct experience with families and the collaboration of such disciplines as home economics, social work, law, psychology, religion, anthropology, philosophy and medicine.

It includes a number of specialised areas among which are inter-personal relationships, self-understanding, human growth and development, preparation for marriage and parenthood, child rearing, socialisation of youth for adult roles, decision making, sexuality, management of human and material family resources, personal family and community health and recreation, family and community inter-action, effects of change on cultural patterns.

It would be desirable that the work and methodology of the Farm Home Management Advisory Service (1) be studied by community agencies and that pilot projects of a similar kind be initiated in urban areas.

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(1) "National Adult Education Survey", Interim Report, Chapter V, Page 23, Stationery Office, October, 1970.

RESIDENTIAL CENTRES OF ADULT EDUCATION

3.2.23 Many submissions referred to the need for residential centres of adult education in Ireland. The Committee's study of European countries revealed that such centres are part of the normal provision of adult education; they are ideal for adult learning because of the continuing motivating learning atmosphere created in them, the immediate availability of essential resources such as libraries, audio-visual materials and adult counselling services and the facilities for informal learning activities. Obviously the overhead costs of a residential centre would demand maximum use, therefore it should as far as possible have programmes extending right through the year.

The Committee is very much in favour of a resolution by the European Parliament that a European Folk High School be founded "in order to create for non-academic youth in particular a European educational centre" (1).

3.2.24 The Committee therefore recommends that:-

- *an adult education centre be established in each province*;
- *these centres receive State aid*;
- *they be serviced by adequate staff and adult education resources and be the responsibility of the Regional Committee of Education* (2).

ADULT EDUCATION AND INTERNATIONAL RESPONSIBILITY

3.2.25 Ireland is a member of many international organisations. Membership of these organisations such as the UN, UNESCO, EEC,

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(1) Session of the European Parliament held on 8th February, 1972 (doc. 232/71 of February, 1972).

(2) Chapter 4, Paragraph 4.9.2, Page 118.

OECD, Council of Europe, imposes duties and responsibilities on the people of Ireland. In recent years, Ireland has been called upon to act as the promoter of peace and justice, vindicator of civil and human rights and helper in time of great disasters such as earthquakes and floods. Adult education seeks development at all levels of human living. Hence, the Committee is of the opinion that adult education agencies have an obligation to promote an awareness in adults of:-

- the aims of international organisations;
- the nature and extent of Ireland's involvement in international agencies;
- their responsibilities and duties to promote world justice and peace;
- the need for commitment to and concern for the needs of the Third World;
- the desirability for co-operation with agencies which are concerned with international affairs and development.

TRAINING NEEDS

THE TRAINING OF ADULT EDUCATORS

3.3.1 In our examination of the training of adult educators we have considered especially:-

- the training requirements of full-time adult educators engaged in developmental, administrative or organisational work;
- the outlining of a possible career path for such specialists and the professional qualifications they should possess at each point of their career;
- the training of teachers engaged in adult education in a full-time or part-time capacity;
- the training of those engaged professionally in

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- the training of teachers engaged in adult education in a full-time or part-time capacity;
- the training of those engaged professionally in community development;
- the training requirements of voluntary workers in adult education/community development fields.

We accept that the teaching of adults or working with them in a planned learning situation is not the same as with children in the formal school situation. Method, planning, evaluation and feedback for the adult learner and adult educator are thus affected. This well-recognised principle of adult education and community development implies a definite training expertness in the preparation of the adult educator or community worker.

THE NEED OF TRAINING

3.3.2 In Ireland and indeed in Europe a doubt still lingers that the training of adult educators is useful or necessary. It is argued that tutors pick up their methods with experience and that training lessens spontaneity and personal enthusiasm. Such arguments can be levelled at any sort of training programme.

The Committee considers that some knowledge of the field in which the adult tutor has to operate would be of tremendous help to him even before he got any experience. As the demand grows in any country there will be pressures from the adult educators themselves for further training - thus creating a demand for a professional adult education service. As a large part of adult education in Ireland falls into the formal category, it is probable that teachers in the day school will also be the adult tutors at evening time. Hence it is necessary to distinguish clearly between the methods used in adult education and those used in the teaching of children. The Committee believes that specialisation in adult education will take some time to achieve and therefore that any training provided would have to be in the nature of general introductory courses at first, followed by further periods of training.

It seems unlikely in the short term that this country can afford programmes for the release of teachers for training such as were recommended in the James Committee's Report (1). Summer the formal school situation. Method, planning, evaluation and feedback for the adult learner and adult educator are thus affected. This well-recognised principle of adult education and community development implies a definite training expertness in the preparation of the adult educator or community worker.

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(1) James Report on Teacher Education and Training, Pages 67-72, H.M.S.O., January, 1972.

courses linked with on-the-job training would be possible; such courses should be held in different parts of the country so that those attending could do so without a great deal of inconvenience.

So far as the Committee could discover, there is no tradition of training for adult educators in this country. Various bodies particularly in the voluntary field have taken steps to provide either in-service training or in some cases pre-service training for people working with youth or young adults. Macra na Feirme, the Irish Countrywomens' Association, St. Vincent de Paul Organisation, the Federation of Irish Scouts' Association, the Irish Congress of Trade Unions and the Irish Transport and General Workers' Union are but a few who engage in this work.

More formally there is a programme which was financed initially by the Kellogg Foundation at the Department of Farm Management, University College, Dublin, to provide post-graduate training for agricultural extension workers. The Committee has studied this programme and considers that it is providing a good service in adult education (1).

THE TRAINING OF THE ADULT EDUCATOR IN IRELAND

3.3.3 Training programmes that we have studied require the participant to have first hand acquaintance with work in the field as well as theoretical knowledge. Training courses should include the following theoretical subjects:-

- psychology, including the motivation of adult learners;
- sociology and social history in relation to adult education, including the history of adult education;
- the theory of adult education;
- methods of adult education including the use of audio-visual aids, programmed learning ~~etc.~~;

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(1) "National Adult Education Survey, Interim Report", Appendix E, Page 129, Stationery Office, October, 1970.

- the scope of adult education, the existing agencies and their inter-relationships;
- a sufficient working knowledge of statutes, regulations, finance, administrative and organisational matters.

Training courses in Europe are broadly divided into three categories, viz :-

- Full-time courses of one year or more in duration. (The number of those taking courses at this level is very small);
- Full-time or substantial part-time courses for those who are or will become full-time organisers, leaders or teachers;
- Part-time courses for those who are or will become part-time leaders or teachers. These courses are usually quite short.

As the training of adult educators is in its infancy in Ireland, the specialised training needs of those engaged in administration or organisation of adult education would best be served through specialist courses in universities or institutions either in the United Kingdom or on the Continent. In the long term, it is possible that Universities and Institutes of Higher Education and Colleges of Technology in Ireland might expand their functions to include adult education and community development on a diploma or post-graduate course basis.

CLIENTELE TO BE TRAINED

3.3.4 Training courses should in the first instance be offered to teachers, lecturers and tutors who work in the field of adult education. These would be drawn from Vocational Education Committees, Colleges of Technology, Regional Technical Colleges, Teacher Training Colleges, Community Schools, Universities and finance, administrative and organisational matters.

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bodies in the field of adult education the Committee is of the opinion that their officers should also be allowed participate in these training courses.

IN-SERVICE AND PRE-SERVICE TRAINING

3.3.5 Such courses could be offered initially for say two weeks in the Summer. At the same time similar or more advanced local courses should be initiated on a one evening a week basis. In this way it could be arranged that a participant could take a short course and gain credits, and continue the course work during the year to gain further credits. Those unable to take the short summer course could gain credits in the various subjects by attending longer courses for a few nights a week. The ideal situation would be to have a short pre-service training course combined with experience in the field, and followed up by a further short training course.

Agricultural Advisory Officers employed by County Committees of Agriculture are already obtaining the training necessary to carry out their work effectively and in accordance with accepted principles of adult education (1).

Furthermore the Committee suggests that the Department of Education should organise on a regular basis, a special in-service or refresher residential course on youth work/community development/adult education during the summer months. The integration of community development, youth work and adult education in the one course, is envisaged in the concept of permanent education (2). This course would be open to all professionals and volunteers engaged in these fields.

AGENCIES INVOLVED

3.3.6 Courses such as these could be initiated in universities

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(2) Chapter 1, Page 16.

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(2) Chapter 1, Page 16.

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(1) "National Adult Education Survey, Interim Report", Appendix E, Page 129, Stationery Office, October, 1970.

and other third-level institutions. The Universities in particular could play a very important role in launching and maintaining them. The Committee suggests that the Colleges of Technology in Dublin and the Regional Technical Colleges throughout the country could be centres in which these courses could be initiated in conjunction with the Universities and the Department of Education. These institutes are ideal because:-

- they have a community focus;
- they are part of the Vocational Education structure and as a great number of vocational teachers are engaged in adult education it would seem ideal to link up the work being done in the field with courses provided by colleges;
- the colleges themselves are involved in adult education to a greater or lesser extent;
- they have an ideal geographic dispersion which means that most voluntary workers in the country could attend evening courses.

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Teachers are frequently the community leaders or sources of information in their own local communities. They can also influence participation of parents and other adults in adult education and community development. The Committee therefore considers that all teachers, whether their careers will engage them in adult education or not, should be given some appreciation of adult education during their training. This could be achieved through an optional subject in the present Higher Diploma course and put into the various other training programmes for teachers.

3.3.7 RECOMMENDATIONS

The Committee recommends that:-

- *the training of professional adult educators engaged in administrative, organisational or development work should be carried out by releasing such persons to attend*

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training courses in established centres;

- the training courses should be devised to meet the needs of the adult tutor and of the voluntary worker in adult education.

  These courses should consist of core and optional subjects. Core subjects would be:-

  (i) The administration of Adult Education;

  (ii) Leadership Training;

  (iii) Community Studies.

- these courses should be initiated by the Institutes of Higher Education (1) on the modular basis outlined above;
- all teachers in their training should receive an appreciation course in adult education, and University Departments of Education should include adult education as an optional subject in their Higher Diploma studies;
- universities should declare acceptance of responsibility for the training of adult educators, community development workers and researchers in adult education by the establishment of Departments of Adult Education and chairs of Adult Education. Funds should be made available for students to be able to specialise in adult education and community development;
- Aontas (2) should initiate discussions with the Department of Education and the Institutes of Higher Education to determine how the recommended programmes of training of adult education and community development might be initiated. Aontas, through its membership of the European Bureau of Adult Education, should be the liaison

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(1) Chapter 2, Paragraph 2.3.9, Page 37.

(2) Chapter 4, Paragraph 4.5.2, Page 111.

organisation for international exchange of information and training arrangements, international training courses and seminars on adult education and community development.

SUMMARY OF RECOMMENDATION

3.3.8 *The Committee recommends that the training of adult educators and community development workers be considered as a vital, urgent and necessary element in the national provision of adult education. It will help to develop the quality, the capacity, the performance, the satisfaction of adult educators, administrators, "animateurs"* (1) *and all those engaged in adult education.*

GENERAL CONCLUSIONS

3.4 A realistic attempt to service the more urgent needs of adult education in Ireland will require:-

- *a general acceptance by all of the need, urgency and importance of Adult Education;*
- *a statement of Government Policy on the objectives of this Report;*
- *the allocation of finances necessary to provide for:-*
    - (*i*) *the extension of existing facilities;*
    - (*ii*) *technological aids;*
    - (*iii*) *the training and remuneration of adult educators;*
    - (*iv*) *administrative purposes;*
- *the greater involvement of University Education Departments, the Institutes of Higher Education and the Regional Technical Colleges in Adult Education for training and research;*

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(1) i.e. organisors or stimulators of activities in the communities in which they work.

- *the implementation of preparatory and in-service training for all those engaged as adult educators and in community development*;
- *the establishment of residential centres for adult education*;
- *the development of Radio and Television services*;
- *the development of Correspondence Courses*;
- *the provision of an effective Information and Counselling Service for adults*;
- *the annual publication of a Directory of Adult Education agencies*;
- *the possible establishment of an Institute of Industrial Relations*;
- *the provision of a non-residential Trade Union College*;
- *the continuous assessment of the Adult Education provision*;
- *a re-assessment and co-ordination of all agencies involved in adult education*;
- *the integration of Youth Education, Adult Education and Community Development services at National and Local levels*;
- *the establishment of links with other National and International agencies of Adult Education*;
- *a permanent Structure capable of supplying these needs*.

In Chapter 4, we will deal specifically with structure. So far as the other needs are concerned, it is important to note that many voluntary and statutory agencies are servicing some of them to a greater or lesser degree. To improve on their servicing however, the co-operation of all agencies, the pooling of resources and shared responsibility by all members of the community, are vitally necessary.

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STRUCTURE

4.1.1 The Committee's terms of reference are:-

> "To report on the needs of the community in the matter of Adult Education and to indicate the type of permanent organisation to be set up in order to serve these needs".

We have therefore given long and careful consideration to the provision of a structure which would facilitate the servicing of the total educational needs of the community. We have arrived at the following conclusions.

4.1.2 Adult education is merely one aspect of the comprehensive and integrated system of education, embraced in the concept of permanent education (1). The virtual lack of integration in the formal education system in Ireland, e.g. separate systems of vocational and liberal education, is the result of many factors, both historical and educational. This lack of integration within the educational processes, obvious and recognisable from Charts 1 and 2, is one reason for believing that adult education is merely an adjunct to existing sectors of formal education. Adult education thus occupies a marginal position in the total provision of education in our country.

Notes on Chart 1:

(1) With few exceptions schools at First level (Pre-Primary, Primary, Private Primary and Special Education) are not involved in adult education and their management deal directly with the Department of Education.

(2) Although Secondary Schools are privately managed the Department of Education exercises certain control in them, e.g. curricula for public examinations and finance. Adult education activities in Secondary Schools are few.

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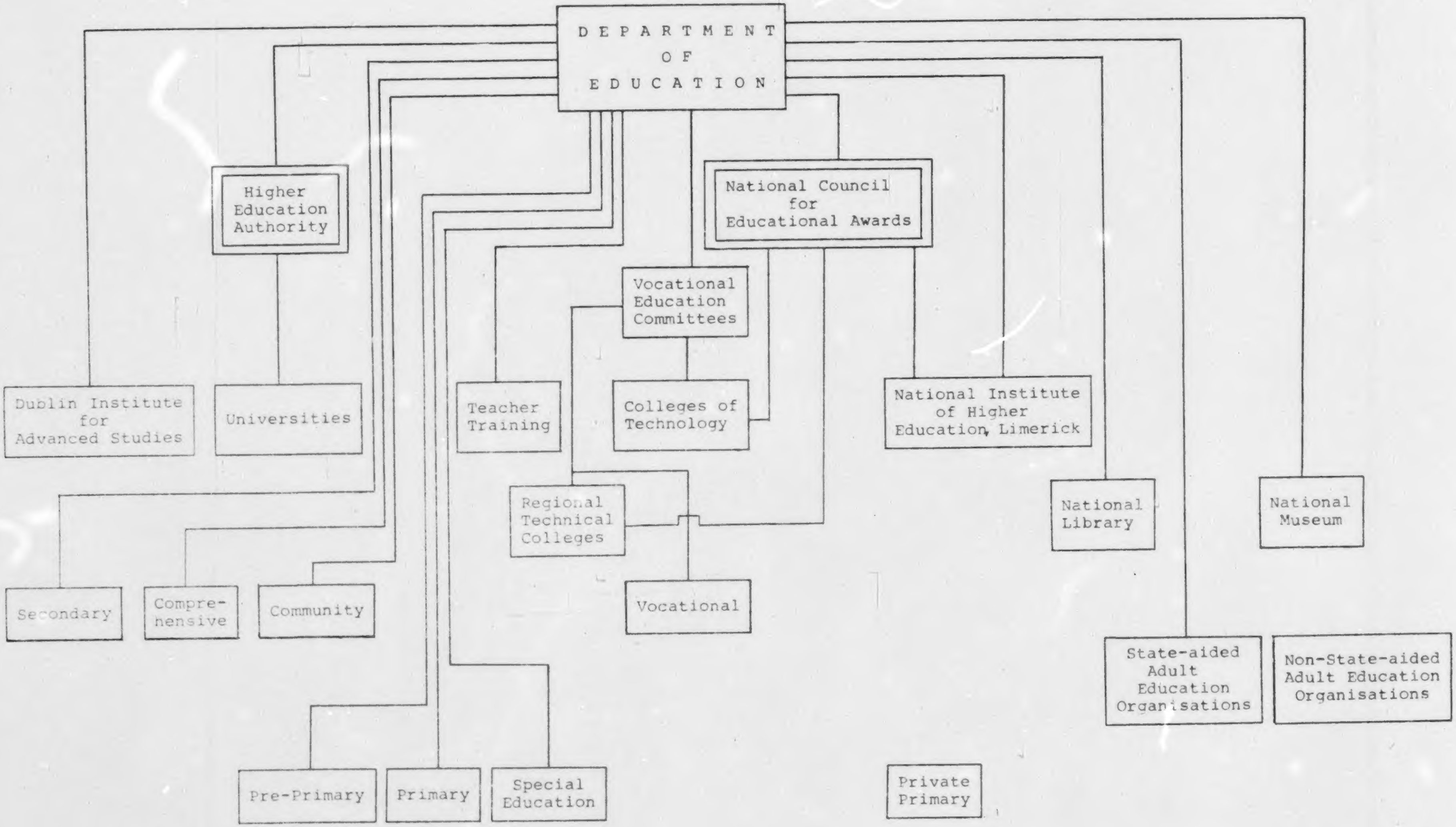
(1) Chapter 1, Page 16.

Chart 1: STRUCTURE OF THE EDUCATIONAL SYSTEM IN IRELAND


DEPARTMENT OF EDUCATION
Higher Education Authority
National Council for Educational Awards
Vocational Education Committees
Dublin Institute for Advanced Studies
Universities
Teacher Training
Colleges of Technology
National Institute of Higher Education, Limerick
Regional Technical Colleges
National Library
National Museum
Secondary
Compre-hensive
Community
Vocational
State-aided Adult Education Organisations
Non-State-aided Adult Education Organisations
Pre-Primary
Primary
Special Education
Private Primary

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(3) Comprehensive and Community Schools are operated by Boards of Management at local level and financed by the Department of Education. Adult education programmes are being developed in these schools.

(4) Vocational Schools are controlled by County, County Borough or Urban District Vocational Education Committees and are partly financed by the Department of Education and partly from local rates. The Department of Education controls their curricula to a high degree. Because of the requirements of the 1930 Vocational Education Act, and also because of local involvement, Vocational Schools are the main statutory providers of adult education.

(5) Regional Technical Colleges and Colleges of Technology operate through the Vocational Education Committees. Because of the requirements of the 1930 Vocational Education Act and also because of local involvement, these Colleges provide an intensive adult education programme.

(6) The Universities receive annual grants from the Department of Education through the Higher Education Authority but are autonomous in deciding what courses, including adult education, should be provided.

(7) The Dublin Institute for Advanced Studies, the National Institute of Higher Education at Limerick and Teacher Training Colleges operate directly under the Department of Education and so far have made little contribution to adult education.

(8) The National Library and the National Museum are controlled by the Department of Education.

(9) There are at present some grant-aided voluntary organisations engaged in adult education. Many other organisations engaged in adult education do not receive financial assistance from the State.

4.1.3 Involvement of other Government Departments in Adult Education

CHART 2

Examples of involvement by other Government Departments

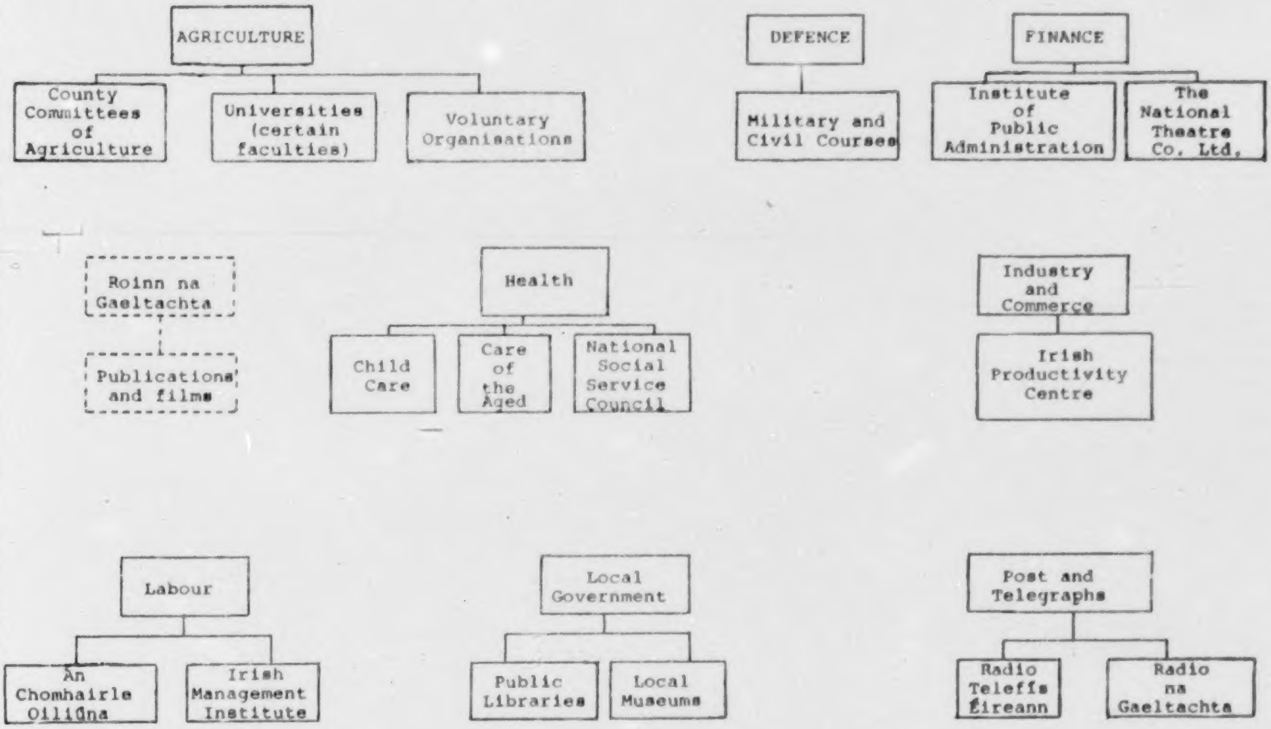
AGRICULTURE
County Committees of Agriculture
Universities (certain faculties)
Voluntary Organisations
DEFENCE
Military and Civil Courses
FINANCE
Institute of Public Administration
The National Theatre Co. Ltd.
Roinn na Gaeltachta
Publications and films
Health
Child Care
Care of the Aged
National Social Service Council
Industry and Commerce
Irish Productivity Centre
Labour
An Chomhairle Oiliúna
Irish Management Institute
Local Government
Public Libraries
Local Museums
Post and Telegraphs
Radio Telefís Éireann
Radio na Gaeltachta

Chart 2 illustrates the widespread nature of adult education and the engagement of many Government departments therein.

Obviously some over-lapping is inevitable but in order to minimise it the Committee recommends:-

- *the establishment of an inter-departmental Committee on adult education to ensure maximum co-ordination and unity of purpose between the various departments concerned with its provision.*

4.1.4 An examination of the concept and the elements of permanent education as outlined in Chapter 1, indicates that adult education should be viewed as a constituent and an integral part of the life-long education of the individual and thus an important part of the total educational system. It is too narrow a view to consider adult education merely as a "second chance" type of education. This remedial function is a very important one in our society, but it is only one facet of the whole spectrum of adult education viewed as the natural "follow-up" to the years of preparatory education. To achieve a comprehensive and integrated system of education in Ireland and thereby to ensure that adult education is given the due recognition, importance and priority that it deserves as part of the life-long education of the individual, an enabling structure is vital. The Committee emphasises that:-

> THE GREATEST SINGLE NEED OF ADULT EDUCATION IN IRELAND, TO-DAY, IS A DEFINITE SYSTEM, FRAMEWORK AND ORGANISATION WITHIN WHICH IT CAN FUNCTION, DEVELOP AND GIVE SATISFACTION.

As outlined in Chapter 2, resources do exist which service adult education in Ireland. From our investigations and from submissions it is clear that these resources are either inadequate to meet the demands for adult education or are in some instances unused or their full potential not realised (1). Equally there are many and varied needs in adult education some of which are satisfied, some are not clearly identified and some are not provided for because of the lack of resources and supporting structure. A well constructed and stable framework is necessary to service these needs and to anticipate future demands. This enabling structure would seek to achieve:-

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(1) Chapter 2, Page 43.

- the promotion of optimum co-operation among agencies of adult education;
- the assessment of the needs of adult education in this country;
- the adequate and efficient servicing of these needs;
- the evaluation and extension of existing resources e.g. finance, buildings, personnel;
- the optimum utilisation of all resources of adult education;
- the provision of new and additional resources to meet new needs;
- the continuous evaluation of the objectives of adult education in Ireland;
- the creation of public awareness of the importance and urgency of adult education in an era of rapid social change.

NATIONAL STRUCTURES IN OTHER COUNTRIES

4.2 As part of the research carried out for this Report, the Committee studied adult education structures in other countries; selected European countries (Scotland, England, Wales, The Netherlands and Denmark) were visited. Statutory and voluntary structures of varying degrees of effectiveness were observed at both national and local levels. The structures are set out in Chart 3.

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CHART 3

STATUTORY AND VOLUNTARY NATIONAL STRUCTURES

Country	Statutory		Voluntary	
	Structure	Function	Structure	Function
Scotland	Scottish Education Department (Further Education)	(i) General overall policy regarding adult education. (ii) Financial support to Responsible Bodies and voluntary agencies of adult education. (iii) General supervision of the work of Responsible Bodies (Local Education Authorities and Universities). (iv) Co-operation with the Scottish Institute of Adult Education regarding policy matters and financial assistance. (v) Legislation.	Scottish Institute of Adult Education	Is widely representative of the academic, voluntary, and statutory bodies in adult education and encourages the extension and development of adult education and helps the Scottish Education Department in the clarification of policy for adult education.
England and Wales	Department of Education and Science (Further Education Section)	(i) General overall policy regarding adult education. (ii) Supervision. (iii) Financial support to Responsible and Voluntary Bodies. (iv) Co-operation with the National Institute of Adult Education of England and Wales. (v) Publications related to Adult Education. (vi) Training Courses. (vii) Library Service. (viii) Special Grant to the National Institute of Adult Education of England and Wales. (ix) Legislation.	National Institute of Adult Education, England and Wales.	(i) To promote understanding and co-operation among all agencies and people engaged in adult education. (ii) Information Centre. (iii) Research and Publications. (iv) International co-operation in adult education. (v) The development of national policy for adult education in co-operation with Department of Education and Science.
The Netherlands	The Department of Cultural Affairs, Recreation and Social Work (special section)	(i) General Policy. (ii) Financial assistance for personnel programmes and administration. (iii) Grant to National Institute of Adult Education and Advisory Committee on Adult Education. (iv) Publications.	National Institute of Adult Education	(i) Study and Research. (ii) Training of Adult Education. (iii) Special Reports to Government on Adult Education. (iv) Information Centre. (v) International co-operation.
			Advisory Committee on Adult Education (Permanent)	(i) Development of National Policy for Adult Education. (ii) Study of local structures of Adult Education. (iii) Publications of Reports on various aspects of Adult Education.
Denmark	Department of Education (Special section)	(i) Development of local responsibility for Adult Education provision. (ii) Financing. (iii) General Supervision. (iv) Legislation.	National Association of Adult Education.	(i) Advice to the Department of Education. (ii) Promotion of Adult Education. (iii) Identification of needs in Adult Education. (iv) Co-operation among the providing agencies of Adult Education.

STRUCTURE OF ADULT EDUCATION IN IRELAND

4.3.1 A prerequisite of any permanent structure of adult education in Ireland is a basic philosophy of education, considered particularly from the viewpoint of:

- personal development, achievement and consequent fulfilment;
- social betterment and enriched community living;
- individual, group and community participation in decisions which affect all areas of living;
- meeting the challenges presented by rapid social change (1);

4.3.2 A structure of adult education must reflect the interest and essential flexibility of its nature which is always adult-centred and is ever seeking to respond to the educational needs of adults who are living in a rapidly changing society.

The Committee believes that a structure of adult education in Ireland must take account of the following elements - many of which are in fact referred to in our Interim Report (2).

- changes in the nature of adult education in the last decade;
- the correlation and link between school and adult education and the impossibility of treating them in isolation;
- the strong links between adult education activities and development needs and purposes;

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(1) e.g. new developments in Local and Central Government; implementation of the concept of permanent education; educational innovations and membership of an enlarged E.E.C.

(2) "National Adult Education Survey, Interim Report", Stationery Office, October, 1970.

- the necessity for new methods of adult education to provide for the increasing variety in subject matter and for the increased opportunities for learning, offered by new technology;
- the necessity for new methods to provide for new interests and to encourage non-participants to avail of adult learning experiences.
- the urgent need to include provision for adult education programmes as an essential component of all development plans at national and local levels;
- the social, civic, ethical, economic, cultural, religious and political dimensions of adult education and its role in promoting social justice;
- the need to provide an adequate budget and control system;
- the necessity for ensuring participation of adult educators and agencies in the planning, execution and evaluation of both formal and non-formal activities.

At national level, the structure must reflect the interests, the experience and the commitment of all agencies, both statutory and voluntary, and of all adults either as adult educators or as participants in the learning activities.

4.3.3 The publication of the Interim Report (1), the reactions to it, the submissions subsequently received, and the study by the Committee of the structures of adult education in European countries, have helped the emergence of what the Committee considers to be the most appropriate structure for the development of adult education in this country.

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(1) "National Adult Education Survey, Interim Report", Stationery Office, October, 1970.

THE NATIONAL STATUTORY STRUCTURE

4.4 In so far as National Statutory Structure is concerned, the Committee is satisfied that this should be contained within the Department of Education. Accordingly the Committee recommends:-

- *the establishment of a special section within the Department which would have responsibility for Adult Education; this section should be headed by an Officer of rank not lower than Principal Officer;*
- *the allocation of a specific budget for the provision of adult education;*
- *that the functions of this special section within the Department should be*:
  - (*i*) *preparation of legislation*;
  - (*ii*) *budget preparation and control*;
  - (*iii*) *development of national policy for adult education in co-operation with Aontas* (1) *and other bodies*;
  - (*iv*) *identification and servicing of national needs*;
  - (*v*) *general administration*.

THE NATIONAL VOLUNTARY STRUCTURE

4.5.1 As we have indicated earlier in this Chapter, national statutory bodies are complemented in most countries by national voluntary bodies. Both are desirable and necessary elements in the total structure of a national adult education service. A major function of such a national body would be to advise and counsel the Minister for Education.

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(1) Chapter 4, Paragraph 4.5.2, Page 111.

AONTAS

4.5.2 Aontas (1) is the National Association for Adult Education. It is widely representative and has a membership of some one hundred and twenty adult education agencies both voluntary and statutory. It also has individual membership. It is growing in strength and has international affiliations. It is in fact analagous to the voluntary structure in Britain, the Netherlands and Denmark.

The objectives of Aontas are:-

- to be an advisory and consultative body, reflecting nationally the interests, hopes and anxieties of all groups, agencies and individuals concerned in the provision and the development of adult education in Ireland;
- to be a clearing house for ideas, and information, concerning adult education in Ireland and elsewhere;
- to be a reference centre for all those seeking information concerning adult education;
- to create a positive public awareness of the needs, and opportunities of continuing adult learning;
- to be a medium of communication and co-operation between all those involved in adult education in Ireland;
- to help individuals engaged in adult education to develop their competencies in the field of adult education;
- to co-operate with other agencies which seek for the development and adequate appreciation and understanding of Irish culture;
- to co-operate with and participate in international agencies of adult education;

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(1) "National Adult Education Survey, Interim Report", Chapter XI, Page 49, Stationery Office, October, 1970. Because Aontas had only recently been established at the time, a full study of its activities could not have been undertaken then.

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- to influence departments of Government and other bodies in developing positive and relevant adult educational policies and legislation;
- to promote an understanding and an awareness of the concept of permanent education.

RECOMMENDATION

4.5.3 The Committee is satisfied that:-

- *Aontas has the capability to function as the national counselling and advisory body to the Minister for Education and recommends that it be recognised as such.*

Furthermore the Committee recommends that:-

- *Aontas be given an annual grant by the Department of Education to supplement its income.*

LOCAL STATUTORY STRUCTURE IN OTHER COUNTRIES

4.6.1 The development, the relevance and the effectiveness of adult education in the countries visited by the Committee is linked with a local statutory organisation. In Scotland and in England and Wales this local structure is the Local Education Authority (1). In the Netherlands it is the Municipality. However, the Committee learned that the latter would prefer a structure similar to that of the Local Education Authority of England and an effort is being made by them to develop along these lines. In Denmark it is also the Municipality. In all the countries visited, co-operation exists between the local and national agencies. Indeed, local statutory and voluntary agencies are assisted and supported by the regional or national agencies or both. In each country this local body is representative of

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(1) Appendix 11 - Outline of the Constitution, Functions and Financing of the Local Education Authority (L.E.As) in Britain, Page 143.

political, religious, educational, parent and community groups, and stands as part of a total educational system i.e., a system concerned with the total educational provision in the area. The structure in England and Wales is deemed both by educators and adult education agencies in those countries as one of the most effective forms for the provision of all educational services. The recent Russell Report on Adult Education in England and Wales re-emphasises the value and relevance of such a local statutory body (1).

LOCAL STATUTORY STRUCTURE FOR IRELAND

4.6.2 The local statutory adult education structure in Ireland cannot be treated in isolation but must be considered in relation to:-

- existing structures for the provision of public services at local level and other local authority services. In all of these cases the county (2) is the basic unit of organisation. Existing trends indicate that this will continue and in this context the Committee has considered such reports as "Local Government Reorganisation" (3), the McKinsey Report, "Strengthening the Local Government Service" (4) and "More Local Government, A Programme for Development" (5);
- the vocational school system being the only one of the local educational services co-ordinated at county level and normally providing the greatest adult education service.

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(1) "Adult Education: A Plan for Development", H.M.S.O., March, 1973.

(2) To avoid repetition the term county for remainder of the Report is to be taken to represent also county borough, where applicable and Tipperary North and South Ridings.

(3) "Local Government Reorganisation", Stationery Office, January, 1971.

(4) "Strengthening the Local Government Service", Stationery Office, June, 1971.

(5) "More Local Government, a Programme for Development" Institute of Public Administration, 1971.

4.6.3 The Committee is satisfied therefore that the COUNTY IS THE NATURAL UNIT FOR THE PROVISION OF EDUCATIONAL SERVICES AT LOCAL LEVEL and accordingly recommends:-

- *the establishment in each county of a local statutory body which would be called the County Education Committee;*
- *that the fullest possible authority with commensurate administrative and financial responsibility be delegated by the Department of Education to such Committees which should receive direct block grants from the Department;*
- *that each County Education Committee be responsible for*
    - (i) *Pre-school Education*
    - (ii) *Primary Education*
    - (iii) *Post-primary Education*
    - (iv) *Adult Education;*
- *that the County Education Committee be serviced by a number of advisory committees, one of which would be an advisory committee on adult education;*
- *the introduction of new legislation to establish the County Education Committee or, alternatively, the amending of the Vocational Education Act, 1930, in order to facilitate the creation of the County Education Committee.*

CONSTITUTION OF THE COUNTY EDUCATION COMMITTEE

4.7.1 The Committee recommends that:-

- *the County Education Committee be composed of the following:-*
    - (i) *one-third of its total membership from the elected representatives of the county;*
    - (ii) *one-third of its total membership from representatives of all school managers and teachers;*

(iii) *one-third of its total membership from representatives of the voluntary bodies selected by the local authority from electoral panels representing*

Commerce,
Industry,
Tourism,
Agriculture and Fishing,
Churches,
Trade Unions,
Parents,
Community Councils and Cultural Groups;

(iv) *the County Librarian and the County Agricultural Officer to be ex-officio members of the County Education Committee.*

OFFICERS OF THE COUNTY EDUCATION COMMITTEE

4.7.2 The Committee recommends:-

- *the appointment of a full-time Director who would be the Chief Officer of the County Education Committee; generally his duties would be*:
    - (i) *the administration and management of the education services in the county;*
    - (ii) *the assessment of needs and the planning and development of facilities to service those needs;*
    - (iii) *co-ordination of all educational sectors at county level and liaison with other educational interests as required;*
    - (iv) *responsibility for recruitment and control of all personnel subject to general policy laid down by the Minister for Education and the County Education Committee;*

- *as an interim measure (i.e. as and until vacancies arise) the present Chief Executive Officer of the County Vocational Committee to become the new Director.*

THE LOCAL ADVISORY COMMITTEE ON ADULT EDUCATION

4.8.1 The Committee recommends that:-

- *one of the advisory committees servicing the County Education Committee be an Advisory Committee on Adult Education.*

This advisory committee would be representative of all local adult education and community groups. The size and structure of the advisory committee should be determined at local level but it should include some members of the County Education Committee.

4.8.2 The work and function of the Local Advisory Committee would be to:-

- advise on request, or on their own initiative, the County Education Committee;
- stimulate an awareness of adult education services in the county;
- promote local participation in adult education, community development and youth work;
- assess and reflect local interests and needs in adult education;
- identify and promote the training of voluntary leaders;
- influence decisions concerning the preparation and execution of the budget for local adult education services.

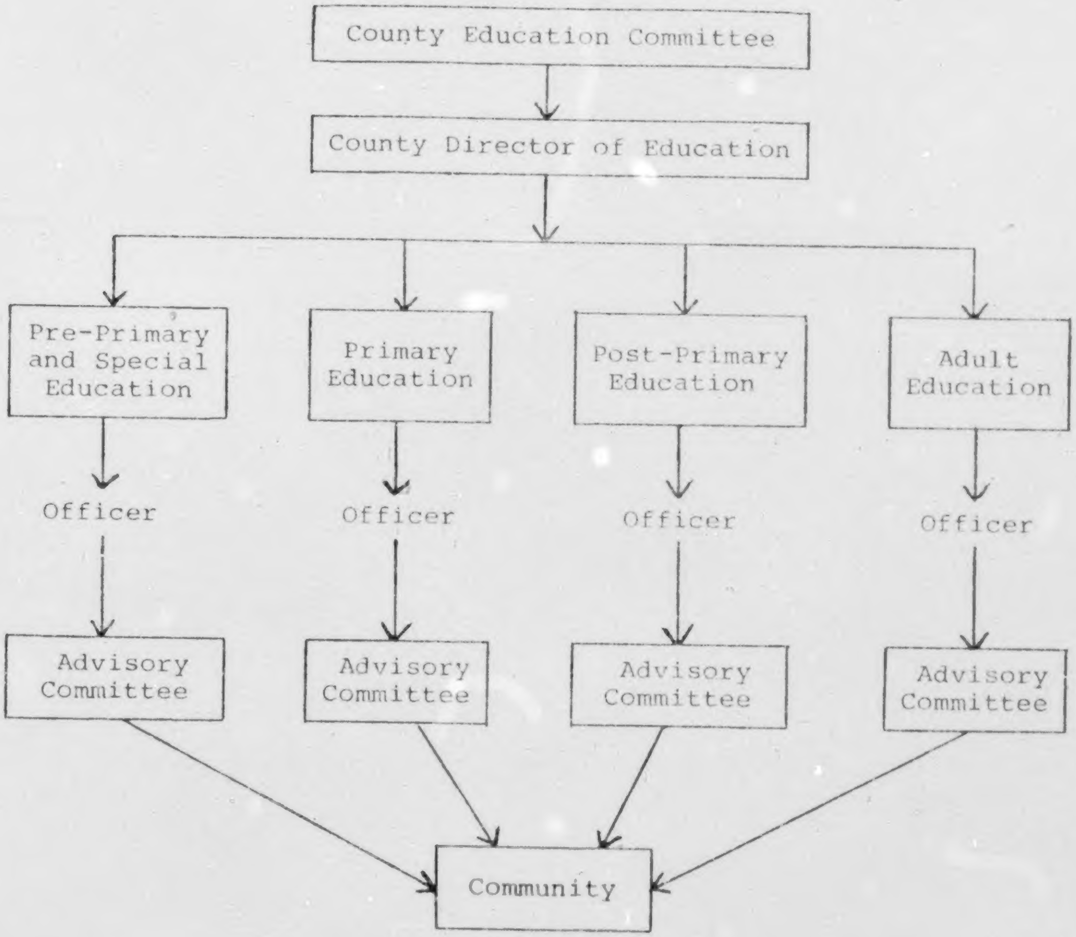
4.8.3 Among the officers to be appointed to service the County Education Committee, the Committee recommends:-

- *the appointment of an Adult Education Officer who would*:-
    - (i) *assist the Director in the adult education function*;

(*ii*) *act as Secretary to the Local Advisory Committee on Adult Education*.

Chart 4 seeks to illustrate the proposed local statutory structure for education.

CHART 4


County Education Committee
County Director of Education
Pre-Primary and Special Education
Primary Education
Post-Primary Education
Adult Education
Officer
Officer
Officer
Officer
Advisory Committee
Advisory Committee
Advisory Committee
Advisory Committee
Community

REGIONAL STRUCTURE OF ADULT EDUCATION

4.9.1 The Committee considered at length the nature and functions of a regional structure for adult education in Ireland, and concluded that a regional structure could not efficiently provide the personal services which a county could provide and which are needed; optimum use of common resources, we believe, is best achieved at county level. The Committee became aware too that co-operation on a regional basis is very difficult to achieve. We found much confusion on the meaning of regionalisation, e.g. the lack of clarity on which constitutes a region as evidenced by the Report, "More Local Government, A Programme for Development" (1).

The regionalisation of industrial development, health services, regionalisation as envisaged by the E.E.C., and the proposed reorganisation of Local Government have no doubt caused confusion both in the understanding and acceptance of regional policies. It is very clear to the Committee that traditional loyalties to county and county structure are a reality in Ireland today and must be considered when developing local and regional structures of administration.

The Committee has accordingly recommended the county as the basic unit of administration in the educational system. The Committee has also recommended a devolution of control over resources, i.e., the allocation of block grants by Central Government to County Education Committees. The introduction of a regional stage in the procedure of allocating grants could not be recommended as it would inevitably entail an additional and unnecessary element, probably at considerable expense.

4.9.2 However, the Committee is satisfied as a result of its investigations that the provision of certain specified educational services should not be replicated on a county basis. This is so particularly in the case of higher education provision. Accordingly, the Committee recommends that:-

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(1) "More Local Government, A Programme for Development", Institute of Public Administration, 1971.

- *Colleges of Technology, Regional Technical Colleges and other non-University higher education institutions be administered and managed by Regional Education Committees which would be composed mainly of representatives of the County Education Committees in the region;*
- *the Regional Education Committees areas be coterminous with regions of the Department of Local Government rather than the regions at present assigned to the Regional Technical Colleges. All regions would thus be made up of whole counties and no County Education Committee could be represented on more than one Regional Committee;*
- *each Regional Committee be financed independently of the County Education Committees in the region and be serviced by its own Chief Officer.*

The Regional Committee would have the function of providing all non-University third level education services in its region. It would also provide any other educational services which it would not be practicable to provide on a county basis, e.g. special education services, psychological and testing services and in-service training for teachers.

In the field of adult education they would be responsible for the training of adult educators and for any third-level education provision which could not be made in normal circumstances by the County Education Committees and for the administration of any residential adult education centres in the region.

So that positive co-operation between all institutions involved in higher education might be promoted and so that unnecessary duplication might be avoided the Committee would favour the establishment wherever possible of links between the Regional Committees of Education, the Universities and Teacher Training Colleges.

CHART 5

ENVISAGED STRUCTURE FOR EDUCATION, INCLUDING ADULT EDUCATION, IN IRELAND

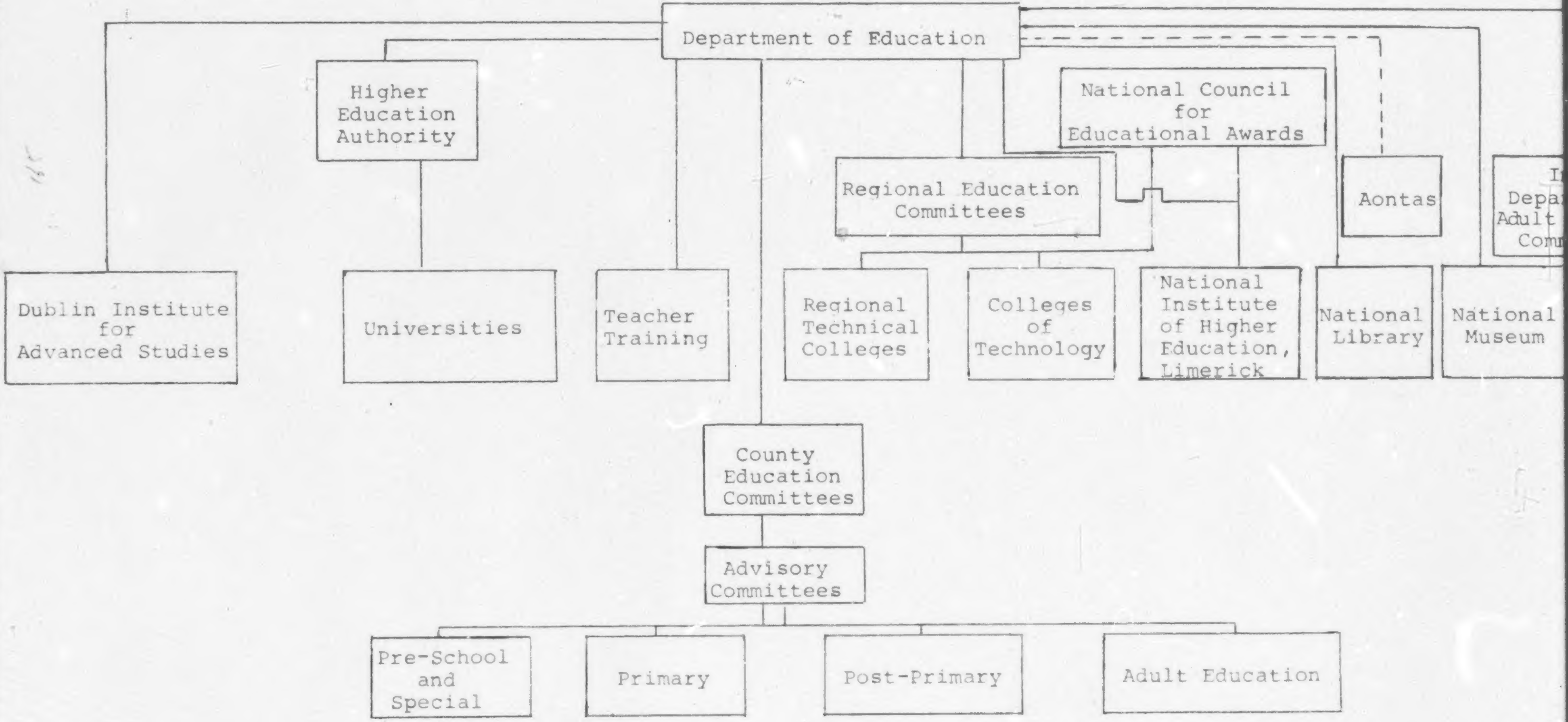

Department of Education
Higher Education Authority
National Council for Educational Awards
Regional Education Committees
Aontas
I
Depa
Adult
Com
Dublin Institute for Advanced Studies
Universities
Teacher Training
Regional Technical Colleges
Colleges of Technology
National Institute of Higher Education, Limerick
National Library
National Museum
County Education Committees
Advisory Committees
Pre-School and Special
Primary
Post-Primary
Adult Education

CHART 5

ENVISAGED STRUCTURE FOR EDUCATION, INCLUDING ADULT EDUCATION, IN IRELAND

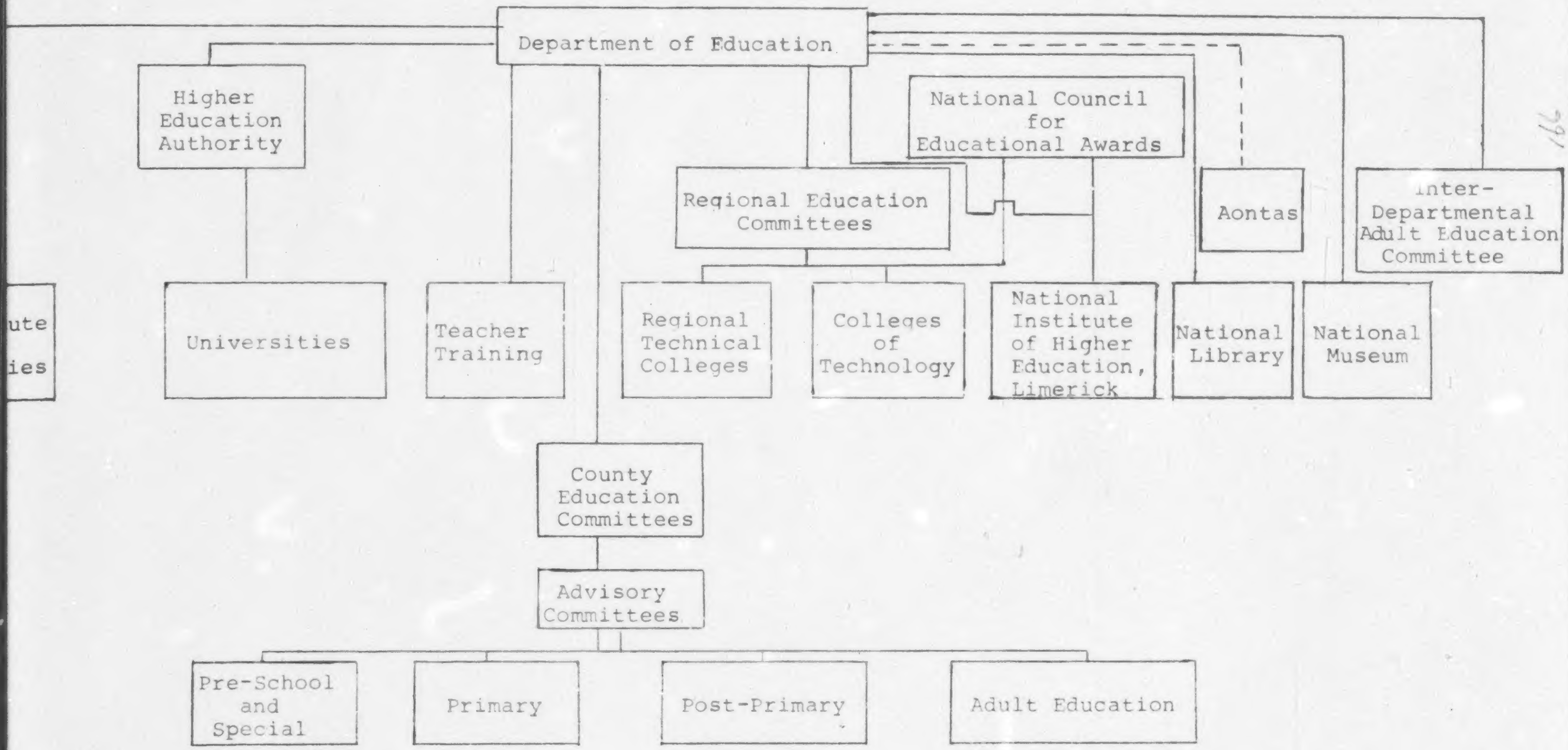
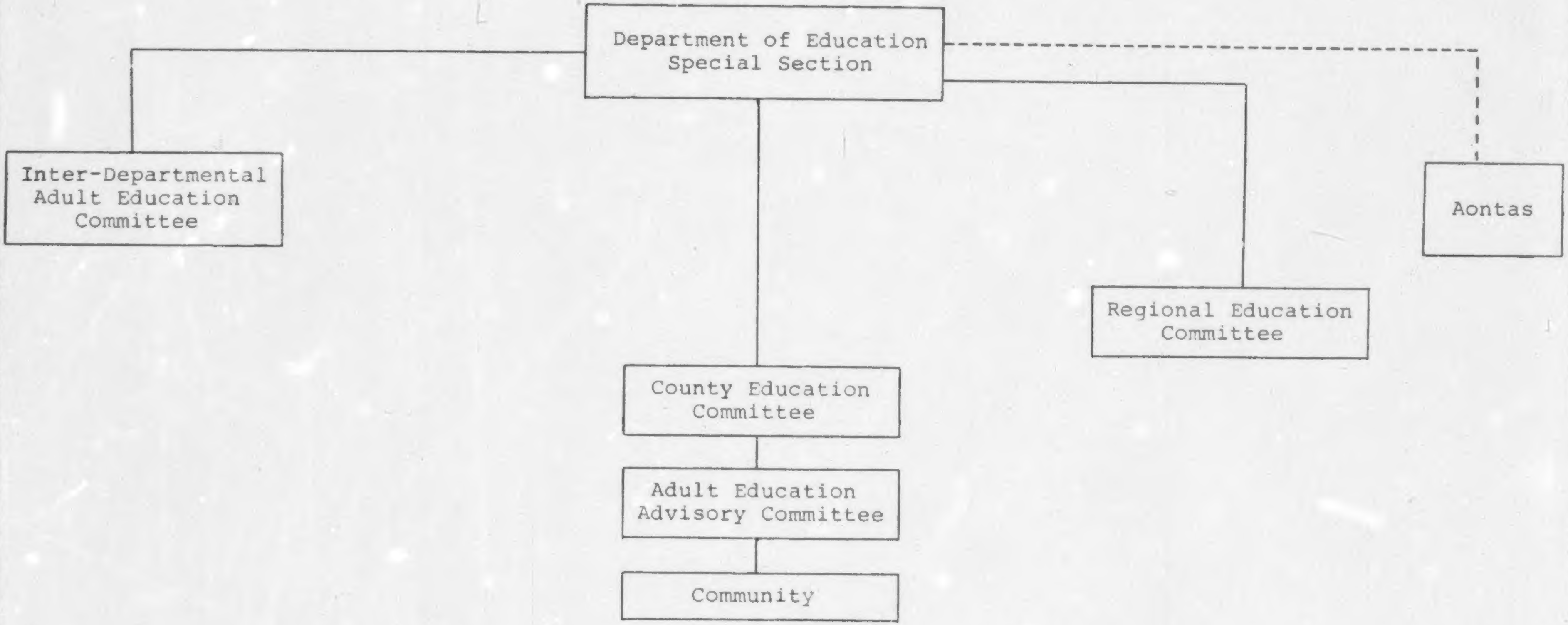

Department of Education
Higher Education Authority
National Council for Educational Awards
Regional Education Committees
Aontas
Inter-Departmental Adult Education Committee
ute
ies
Universities
Teacher Training
Regional Technical Colleges
Colleges of Technology
National Institute of Higher Education, Limerick
National Library
National Museum
County Education Committees
Advisory Committees
Pre-School and Special
Primary
Post-Primary
Adult Education

CHART 6

STRUCTURE FOR ADULT EDUCATION IN IRELAND


Department of Education
Special Section
Inter-Departmental
Adult Education
Committee
Aontas
Regional Education
Committee
County Education
Committee
Adult Education
Advisory Committee
Community

4.10 SUMMARY OF RECOMMENDATIONS

- *The establishment of a separate section within the Department of Education with responsibility for Adult Education.*
- *The allocation of a specific budget for the provision and servicing of adult education.*
- *The establishment in each county or county borough, of a statutory body - the County Education Committee - with responsibility for the development and servicing of all sections of the educational system.*
- *The County Education Committee to be serviced by advisory committees, including one specifically for adult education.*
- *The appointment of a County Director of Education who would be the Chief Officer of the County Education Committee.*
- *The appointment of additional officers including an officer for adult education to develop and extend the services of the County Education Committee.*
- *The appointment as an interim measure of the present Chief Executive Officer of the Vocational Education Committee as the County Director of Education.*
- *The establishment of Regional Education Committees to administer the provision of non-University third level education services in their regions and the appointment of Chief Education Officers to service these Committees.*
- *The establishment of an inter-departmental committee to afford communication between different Government Departments concerned with adult education.*

- The introduction of the necessary legislation to give effect to such of these recommendations which require it.
- The recognition of Aontas as the National Voluntary Advisory Body on Adult Education.
- An annual grant from the Department of Education for Aontas.

CHAPTER 5

RESEARCH

5.1.1 A vital element in an adult education system is a continuous research programme. Scientific research in adult education:-

- creates new initiatives in the related fields of study;
- motivates those who provide and those who receive;
- evaluates what is being done through the areas researched;
- indicates latent needs which are made manifest through the research completed;
- confirms needs already known to adult educators or the client adults;
- promotes acceptance of the concept of permanent education in so far as research identifies and makes clear the relationship of adult education with the total educational system;
- stimulates and illuminates the relationship or otherwise of adult education with national, economic, social, political, religious and cultural development;
- helps in making known leadership potential in community development work;
- is a change agent through action research in the area of attitudes, skills and knowledge.

5.1.2 While there has been little research in adult education in Ireland there are many research findings and reports which are of great significance and help to adult educators, community development workers and to the adult education provision or service (1). Such research has already made available important findings on:-

- the social milieu of adult education in Ireland;

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(1) Chapter 1, Paragraph 1.3.1, Page 10.

- areas, concern and problems of social and technological change;
- objectives and outcomes of economic development;
- implied cultural, social and religious changes in attitudes, skills and knowledge;
- the need of a relevant on-going adult education system;
- the effects of urbanisation and industrialisation;
- social problems in Ireland;
- poverty in Ireland;
- international relationships and responsibilities.

While this wealth of research exists adult educationalists have not drawn out or correlated its implications for adult education in Ireland. Aontas (1) might well consider that this work could be one of its important functions, viz., the critical appraisal and analysis from an adult education viewpoint of current social, economic, cultural, religious, educational and political research in Ireland.

5.1.3 The lack of finance, the unfortunate acceptance and relegation of adult education to a marginal position in the total educational and indeed social system, the lack of commitment on the part of universities to research on it, the non-existence of departments of adult education in Universities (in the full sense as recommended in this Report), and the dearth of full-time professional adult educators, have retarded related research in Ireland. Indeed the lack of a systematic, co-ordinated and co-operative approach to adult education and community development in Ireland has not helped the emergence of research in these areas. The appointment in recent times of educational officers to many voluntary adult education and community organisations must create a positive climate for research projects.

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(1) Chapter 4, Paragraph 4.5.2, Page 111.

5.1.4 Scientific research in adult education must include action research. In fact many of the recommendations of this Report may best be applied through action research, especially in the areas of:-

- community development;
- motivation of adults to participate in adult education;
- community studies;
- poverty groups;
- social problems;
- education for democracy;
- functional illiteracy;
- mass media and adult education;
- training of adult educators;
- adult education in general social living and development.

5.1.5 The Committee recommends therefore that:-

- *Universities and other third level institutions undertake research in adult education, youth leadership and community development*;
- *individual agencies of adult education and community development undertake research, through the medium of their own personnel or through an external agency, on their work, relevance, administration and target-audience*;
- *the Economic and Social Research Institute monitor and publish annually a register of research projects in adult education*.

AREAS OF RESEARCH IN ADULT EDUCATION

5.2.1 The Committee considers that it ought to do no more in this Report than identify the main areas of research which it sets out as follows:-

5.2.2 Research on the Objectives and Philosophy of Adult Education in Ireland

- The purpose of Adult Education;
- The relationship of Adult Education to the total Social System and Social Institutions;
- Adult Education and Social Change;
- Adult Education and Urbanisation and Industrialisation;
- Adult Education and Permanent Education;
- Adult Education and Cultural Values.

5.2.3 Research on the Adult under the following headings:-

- Participant;
- Personal Motivation to learn;
- Learner;
- Interests;
- Roles;
- The Adult and Change.

5.2.4 Research on the Adult Education System in relation to:-

- Organisation and Administration;
- Methodology of Adult Education;
- Planning and Evaluation of adult learning programmes;
- Use of resources;
- Historical and Comparative Studies of Adult Education in Ireland and other countries;
- Adult Education and Social Change;
- All aspects of Community Development:
    - philosophy and basic principles,
    - community processes,
    - conflict, community action and organisation,
    - minority groups,
    - identification and training of leaders,

- environmental studies, physical planning,
- social planning,
- assessment of community development projects.

SUGGESTED PRIORITIES IN RESEARCH

5.3 The Committee is well aware that it would take years and a great deal of money to pursue all of these research projects but there are definite identifiable priorities:-

- Functional Illiteracy;
- How are Adults motivated to:
    - accept the need of continuing education,
    - manifest and satisfy particular needs,
    - participate in available programmes,
    - participate in the democratic decision-making process at national and local levels;
- Poverty Groups and Social Problems in relation to Adult Education;
- The drop-out problem in Adult Education;
- Study in comparative techniques in Adult Education and Community Development;
- Methodology of Adult Education with special emphasis on Radio and Television provision.

CHAPTER 6

COST OF PROPOSALS

6.1 The major sources of finance for adult education in Ireland are Central and Local Government. In most cases separate financial records of expenditure are not kept by institutions of their expenditure on adult education but the Committee has made what it considers to be the best estimate of expenditure and has calculated that in the region of £2,456,000 was expended in the 1972/73 financial year. This figure includes expenditure by the Vocational Education Committees, Universities and grant-aided institutions funded by the Department of Education and in the case of the Vocational Educational Committees partly funded by Local Government authorities. The sum also includes:-

- expenditure by County Committees of Agriculture on activities which fall directly into the category of adult education;
- portion of the grants by other Government departments to institutions such as the Institute of Public Administration, the Irish Management Institute, the Irish Productivity Centre, An Chomhairle Oiliúna, The National Theatre Society Ltd.;
- portion of the grants from Roinn na Gaeltachta for Irish publications and films.

It is not possible to estimate how much is being expended by non-State-aided organisations which derive their income through membership fees, student fees, public collections, bequests, trusts, sale of publications, etc. The Committee believes however that the amount involved is substantial.

6.2 In developing a long term financial programme for adult education one must take into consideration the following major recommendations from this Report in addition to the improvement and expansion which is necessary in existing services:-

- *the creation of County Education Committees;*
- *the establishment of Regional Education Committees;*
- *the creation in third-level institutions of Departments of Adult Education and Community Development;*
- *training of Adult Educators;*
- *extension of Radio and Television Services;*
- *research in Adult Education;*
- *provision of a National Learning Resource Centre;*
- *the establishment of Residential Centres of Adult Education;*
- *grants to Aontas and other organisations engaged in adult education;*
- *development of Correspondence Courses;*
- *extension of the Public Libraries services;*
- *expansion of local Museums;*
- *the creation of an Institute of Industrial Relations;*
- *provision of a non-residential Trade Union College.*

COUNTY EDUCATION COMMITTEES

6.3.1 Assuming that thirty-five such Committees would be created on the basis of one per 45,000 - 80,000 approximately of population the net cost is estimated at £645,000 per annum as savings would take place through the re-structuring and eventual assimilation of the present Vocational Education Committees. The gross cost would be £760,000 per annum to provide for the appointment of a Director and four Officers, including an Adult Education Officer, for each Committee. From that amount must be deducted the salaries of the present thirty-eight Chief Executive Officers of Vocational Education Committees - £170,000 approximately per annum. A sum of £45,000 per annum would be required for additional administrative staff and miscellaneous expenses, making a net additional cost per

- Since the publication of the Interim Report eleven

- *the establishment of Regional Education Committees;*
- *the creation in third-level institutions of Departments of Adult Education and Community Development;*
- *training of Adult Educators;*
- *extension of Radio and Television Services;*
- *research in Adult Education;*
- *provision of a National Learning Resource Centre;*
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REGIONAL EDUCATION COMMITTEES

6.3.2 On the assumption that the establishment of nine Regional Education Committees would be warranted the estimated current costs per annum, including the appointment of a Director and Clerk in each region, would be £90,000 while the capital costs involved would be in the region of £32,000.

DEPARTMENTS OF ADULT EDUCATION AND COMMUNITY DEVELOPMENT IN THIRD LEVEL INSTITUTIONS

6.3.3 The estimated capital cost of establishing Departments of Adult Education and Community Development in the Universities and the National Institute of Higher Education, Limerick, is £250,000 for the provision of additional accommodation. The current costs would be £100,000 per annum, including the cost of extra lecture staff to service these Departments.

TRAINING OF ADULT EDUCATORS

6.3.4 To provide a satisfactory training programme in the areas mentioned in Chapter 3, it is estimated that a sum of £50,000 per annum would be required.

RADIO AND TELEVISION SERVICES

6.3.5 To provide for the recommended expansion in Radio and Television adult education services, it is estimated that the capital costs involved would be in the order of £4.5m spread over a period of say three years. The high cost arises mainly because adult education programmes would be transmitted at peak-viewing times; therefore additional facilities should be provided. The current costs would be approximately £875,000 per annum when programmes would be fully developed but revenue from student fees would bring in approximately £60,000 per annum.

RESEARCH IN ADULT EDUCATION

6.3.6 It is estimated that the cost of the programmes outlined in Chapter 5 would be approximately £50,000 per annum as the work would be of a continuous nature.

NATIONAL LEARNING RESOURCE CENTRE

6.3.7 The capital cost of establishing a National Learning Resource Centre would be approximately £250,000. Most of the cost would go towards the provision of accommodation which would contain equipment for the preparation of teaching aids such as audio-visual programmes, slides, filmstrips, etc. However, the costs could be greatly reduced if existing facilities were pooled in the one centre. The current costs would be in the region of £100,000 per annum.

RESIDENTIAL CENTRES OF ADULT EDUCATION

6.3.8 On the basis of an enrolment of 200 students in a centre in each province, it is estimated that the operating costs would be about £500,000 per annum and on the basis of the students being fully accommodated in the centres, the capital costs would amount to approximately £1.5m.

GRANTS TO AONTAS AND OTHER ORGANISATIONS INVOLVED IN ADULT EDUCATION

6.3.9 It is difficult to estimate how much should be provided for grants to Aontas and other organisations involved in adult education deemed to merit State assistance, but it is recommended that a sum of £30,000 be provided therefor in the first two years of the programme, increasing to £35,000 for the third and fourth years.

CORRESPONDENCE COURSES

6.3.10 The annual cost per student of a system of Correspondence Courses would be £30. Estimating an enrolment of 2,000 students, the cost per annum would be approximately £60,000. This sum would be reduced depending on the fees charged to students and any financial assistance from foundations and other such bodies.

PUBLIC LIBRARIES

6.3.11 The Committee has assumed that each County Library would require two additional persons and each municipal borough area, one additional person. The cost thus involved would be approximately £250,000 per annum. Additional office accommodation would also be necessary at a cost of £150,000. School buildings can be made available for the special night classes, projects, etc., thus reducing capital costs.

MUSEUMS

6.3.12 Dublin and some other large cities and towns already have local museums. On the basis of an additional fifty such museums being established it is estimated that a sum of £150,000 would be required per annum for staff purposes and a sum of £750,000 would be necessary for capital purposes in order to provide accommodation and equipment.

INSTITUTE OF INDUSTRIAL RELATIONS

6.3.13 If it is decided to establish an Institute of Industrial Relations, and this could be achieved by developing the College of Industrial Relations in Dublin, the annual estimated current costs would be £50,000 and a capital sum of £125,000 would be needed to extend the existing college.

TRADE UNION COLLEGE

6.3.14 The establishment of a non-residential trade union college would cost, it is estimated, £100,000 per annum to cover the provision of lecturers and miscellaneous expenses. The capital cost of providing accommodation if a new building is required, would be approximately £200,000.

6.4 The following therefore is the financial programme for a four-year period at 1972/73 cost levels and allowing for a 15% increase in each of the first two years and an increase of 10% in the third and fourth years in the financial provision for existing adult education services. In regard to the implementation of the Committee's major recommendations a gradual increase has been made in the current costs from the first year on so that the full costs will not have to be met until the third year and afterwards; the capital costs have been spread over the first three years of the programme and it is expected that the capital requirements thereafter will reduce to the level of the actual expenditure in 1972/73, i.e. £180,000 per annum.

The Committee considers it essential that in order to implement a comprehensive and much-needed adult education programme there should be a firm commitment by the Government to the proposals which are recommended in this Report. It obviously would not be possible to implement the recommendations of this Report all at once. Therefore they would be introduced on a priority basis. But the Committee urges that the first priority is the expansion of existing adult education services.

YEAR 1

	Current	Capital	Total
	£	£	£
1972/73 Actual Expenditure:	2,276,000	180,000	2,456,000
Proposed Expansion of Existing Services - Year 1:	341,000	-	341,000
	2,617,000	180,000	2,797,000
Implementation of the Committee's major Recommendations			
County Education Committees:	250,000	50,000	300,000
Regional Education Committees:	40,000	13,000	53,000
Departments of Adult Education and Community Development:	40,000	90,000	130,000
Training of Adult Educators:	30,000	-	30,000
Radio and Television Services:	300,000	1,500,000	1,800,000
Research in Adult Education:	25,000	-	25,000
Learning Resource Centre:	40,000	90,000	130,000
Residential Adult Education Centres:	200,000	500,000	700,000
Grants to Aontas and other Organisations:	30,000	-	30,000
Correspondence Courses:	20,000	-	20,000
Public Libraries:	80,000	50,000	130,000
Local Museums:	50,000	250,000	300,000
Institute of Industrial Relations:	30,000	50,000	80,000
Trade Union College:	40,000	70,000	110,000
Gross Cost:	3,792,000	2,843,000	6,635,000
Cost of Recommendations: (Net of 1972/73 Actual Expenditure)	1,516,000	2,663,000	4,179,000

YEAR 2

	Current	Capital	Total
	£	£	£
1972/73 Actual Expenditure:	2,276,000	180,000	2,456,000
Expansion of Existing Services - Year 1:	341,000	-	341,000
Proposed Expansion of Existing Services - Year 2:	393,000	-	393,000
	3,010,000	180,000	3,190,000
Implementation of the Committee's major Recommendations			
County Education Committees:	500,000	50,000	550,000
Regional Education Committees:	60,000	13,000	73,000
Departments of Adult Education and Community Development:	80,000	80,000	160,000
Training of Adult Educators:	40,000	-	40,000
Radio and Television Services:	570,000	1,500,000	2,070,000
Research in Adult Education:	35,000	-	35,000
Learning Resource Centre:	80,000	80,000	160,000
Residential Adult Education Centres:	400,000	500,000	900,000
Grants to Aontas and other Organisations:	30,000	-	30,000
Correspondence Courses:	40,000	-	40,000
Public Libraries:	160,000	50,000	210,000
Local Museums:	100,000	250,000	350,000
Institute of Industrial Relations:	40,000	50,000	90,000
Trade Union College:	60,000	70,000	130,000
Gross Cost:	5,205,000	2,823,000	8,028,000
Cost of Recommendations: (Net of 1972/73 Actual Expenditure)	2,929,000	2,643,000	5,572,000

YEAR 3

	Current	Capital	Total
	£	£	£
1972/73 Actual Expenditure:	2,276,000	180,000	2,456,000
Expansion of Existing Services-Years 1 and 2:	734,000	-	734,000
Proposed Expansion of Existing Services - Year 3:	301,000	-	301,000
	3,311,000	180,000	3,491,000
Implementation of the Committee's major Recommendations:			
County Education Committees:	635,000	40,000	675,000
Regional Education Committees:	90,000	6,000	96,000
Departments of Adult Education and Community Development:	100,000	80,000	180,000
Training of Adult Educators:	50,000	-	50,000
Radio and Television Services:	815,000	1,500,000	2,315,000
Research in Adult Education:	50,000	-	50,000
Learning Resource Centre:	100,000	80,000	180,000
Residential Adult Education Centres:	500,000	500,000	1,000,000
Grants to Aontas and other Organisations:	35,000	-	35,000
Correspondence Courses:	60,000	-	60,000
Public Libraries:	250,000	50,000	300,000
Local Museums:	150,000	250,000	400,000
Institute of Industrial Relations:	50,000	25,000	75,000
Trade Union College:	100,000	60,000	160,000
Gross Cost:	6,296,000	2,771,000	9,067,000
Cost of Recommendations: (Net of 1972/73 Actual Expenditure)	4,020,000	2,591,000	6,611,000

YEAR 4

	Current	Capital	Total
	£	£	£
1972/73 Actual Expenditure:	2,276,000	180,000	2,456,000
Expansion of Existing Services-Years 1, 2 and 3:	1,035,000	-	1,035,000
Proposed Expansion of Existing Services - Year 4:	331,000	-	331,000
	3,642,000	180,000	3,822,000
Implementation of the Committee's major Recommendations			
County Education Committees:	635,000	-	635,000
Regional Education Committees:	90,000	-	90,000
Departments of Adult Education and Community Development:	100,000	-	100,000
Training of Adult Educators:	50,000	-	50,000
Radio and Television Services:	815,000	-	815,000
Research in Adult Education:	50,000	-	50,000
Learning Resource Centre:	100,000	-	100,000
Residential Adult Education Centres:	500,000	-	500,000
Grants to Aontas and other Organisations:	35,000	-	35,000
Correspondence Courses:	60,000	-	60,000
Public Libraries:	250,000	-	250,000
Local Museums:	150,000	-	150,000
Institute of Industrial Relations:	50,000	-	50,000
Trade Union College:	100,000	-	100,000
Gross Cost:	6,627,000	180,000	6,807,000
Cost of Recommendations: (Net of 1972/73 Actual Expenditure)	4,351,000	-	4,351,000

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APPENDIX 1

METHODOLOGY

The Committee's assignment in accordance with the terms of reference was:-

(i) to report on the needs in the matter of adult education in Ireland; and

(ii) to propose a structure to service those needs.

The scope of the work being thus clearly defined, the Committee adopted research techniques which in its opinion would best assess the Irish situation. Although research in the field of adult education is almost everywhere in its infancy, thus limiting the range of useful results available even from the most developed nations, existing studies from overseas were examined in order to determine the methods most relevant to an investigation of this nature in the Irish context.

The Committee decided that to establish accurately and scientifically the needs, one of its primary and initial objectives must be an examination of existing services and provisions in adult education in Ireland. This examination was carried out through the following methods:-

- In May and June 1969 specially designed questionnaires and explanatory letters were sent to Institutions, Organisations and persons in Ireland known to be engaged or to have an interest in adult education.
- Letters were also sent to many other persons seeking their opinions and advice.
- Special illustrated explanatory leaflets were published in Irish and in English and 120,000 of these were distributed throughout the country.

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- Irish Diplomatic Missions abroad were invited through the Department of Foreign Affairs to submit information on adult education programmes and organisations in the countries to which they were accredited.
- Liaison was established with International Bodies who had an interest in adult education.
- Advertisements were published in Irish and English in the daily newspapers inviting Institutions or Organisations who were interested and who had not already been contacted to make themselves known to us.
- All requests for personal interview, meeting or discussion were met.
- Personal contact was established with as many people as possible throughout the country who were engaged or interested in adult education.
- An Interim Report was submitted to the Department of Education in April, 1970. The Committee had two main reasons for doing so:-
  - (i) because its concept had been expanded to include services and activities not usually considered to be adult education, the Committee hoped that this expanded concept would excite interest and comment;
  - (ii) because the response to its invitation for submissions was considered to be inadequate, the Committee hoped that the publication of an Interim Report would encourage those who had not made submissions to do so.

Immediately the Interim Report was published, an advertisement was published in the national newspapers, as follows:-

ADULT EDUCATION

NATIONAL SURVEY

An Interim Report has now been published and the Survey Advisory Committee would be glad to hear from interested parties on the merits or otherwise of the Interim Report's proposals and suggestions.

Any further submissions or comments should reach me* before 15th January, 1971.

Copies of the Report may be purchased through any bookseller; Price six shillings or by post from the Government Publications Sale Office, G.P.O. Arcade, Dublin 1 : Price seven shillings.

- The Interim Report was covered by the Press, Radio and Television. It was also the subject of Parliamentary Questions on 30th November, 1969, 18th and 24th November, 1970, 1st and 30th June, 1971, 9th February, 1972, 21st June, 1972 and 25th October, 1973.
- Three members of the Committee went on a study tour of Scotland, England, Wales, the Netherlands and Denmark.
- Maximum feedback on reaction to the Proposals in the Interim Report was achieved through the co-operation of Aontas (1) which is representative of practically all adult education agencies and interests in Ireland.
- The Interim Report contained a Directory of Agencies - both Voluntary and Statutory - engaged directly or indirectly in adult education. The welcome given to

*Chairman

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(1) Chapter 4, Paragraph 4.5.2, Page 111.

this Directory has encouraged the Committee to recommend the publication of one regularly (1).

- Since the publication of the Interim Report eleven residential week-end and fifteen one day meetings were held by the Committee and as well consultations with interested Bodies and persons continued in various parts of the country.
- Before publication of the Interim Report over two hundred and sixty submissions had been received; since its publication a further eighty came in. Submissions were received from thirteen countries. Some important organisations involved in adult education failed to send in submissions or answer the questionnaires. In some cases also, data required for the questionnaires was not readily available to those submitting them. In many cases an extension of time was requested, accordingly some submissions were not received until mid 1973.

The Committee's basic conclusions on the type of permanent structure which would most adequately service the needs of adult education in Ireland were derived from a scientific and detailed assessment of:-

(i) the adult education provision of many Statutory and Voluntary Bodies;

(ii) the difficulties being experienced by them in the matter of resources; and

(iii) the ever-increasing demands being made on them for an extension of their adult education services.

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(1) Chapter 3, Paragraph 3.2.3, Page 76.

APPENDIX II

OUTLINE OF THE CONSTITUTION, FUNCTIONS AND FINANCING OF THE LOCAL EDUCATION AUTHORITIES (L.E.As) IN BRITAIN

(i) (a) Prior to 1900 the need for the unified control of primary and secondary education had become manifest and the County and County Borough Councils were seen as the obvious authorities.

(b) Act of 1899 - The Board of Education was charged with the "superintendence of matters relating to education in England and Wales".

(c) Act of 1902 - clarified the limitations on this superintendence "the L.E.A. shall consider the educational needs of their area and take such steps as seem to them desirable, to supply or aid the supply of education other than elementary, and to promote the general co-ordination of all forms of education".

(d) Act of 1918 - Strengthened the L.E.As and the power of the Board of Education to stimulate them.

(e) Act of 1944 - County and County Borough Councils were made responsible for all stages of education - primary, secondary and further ("a continuous process conducted in three successive stages").

(f) All authorities (L.E.As) have the duty to "secure the provision of education at all its stages, adequate to the entire needs of the Community". (There are 141 such authorities at present). Three stages are involved in the securing of such provision, i.e.:-

(1) assisting other organisations to establish and/or maintain facilities;

(2) maintaining facilities already established by others;

(3) establishing and maintaining facilities.

(The L.E.As use all three methods, Central Government mainly the first two).

(ii) Three "Pillars" of further education in England.

- (a) The Secretaries of State (basic responsibility).
- (b) The L.E.As (Volume of provision).
- (c) Voluntary and non-governmental bodies (Drive).

(iii) Secretaries of State.

Their control is mainly in the field of standards, organisation, finance and the distribution of facilities. This "control" is exercised by four principal methods:-

- (a) control financial aid;
- (b) making orders and regulations as empowered by Acts of Parliament;
- (c) sending representatives to participate in the work of governing, advisory, examining and other bodies;
- (d) giving suggestions and advice.

(iv) Categories of organisation in the field of further education receiving financial aid from the Secretary of State:-

- (a) Governing bodies of certain colleges;
- (b) "Responsible bodies" of certain colleges;
- (c) Certain national voluntary organisations providing education for adults;
- (d) National and local bodies promoting social and physical training and recreation among adults.
- (e) National and local voluntary youth organisations;

(f) Voluntary organisations for the disabled and handicapped;

(g) Bodies carrying on research and other services.

(v) Secretary of State and L.E.As

The Secretary controls the L.E.A. in three ways:-

(a) Authorities' schemes of Further Education (and Plans for Primary and Secondary Schools) must according to Acts, be approved by him (Secretary);

(b) Secretary can make orders and regulations which are binding on Authorities e.g. regarding salaries and the conditions of employment of teachers;

(c) Suggestions and Advice.

(vi) Education Committees:

(a) In England and Wales, County and County Borough Councils have set up Education Committees, to which they delegate their powers. These Education Committees are the effective education authorities, though their decisions need final ratification by the full Council. Though mainly composed of the members of the Council, the Committee has powers to co-opt non-elected individuals from among teachers, university bodies and other sectors of expert opinion.

(b) Sub-Committees are set up for the various sectors of advisors, inspectors and administrators under a Director of Education or a Chief Education Officer (C.E.O.)

(c) Counties may be divided into divisions within which education is administered by a Divisional Officer.

(d) Boroughs with a population of over 60,000 may be made "Excepted Districts" - excepted from the country's scheme of divisional administration within which they would otherwise have been included. An "Excepted District" has wider powers than a divisional executive i.e., it may levy its own rate for educational purpose.

(vii) Activities of L.E.As

(a) Full-time and part-education - "general provision" which is in technical, commercial and art colleges and departments, domestic studies colleges, mens' and womens' institutes, adult education colleges, working men's colleges, residential colleges, day continuation schools, recreational centres, community centres, village colleges and village halls.

(b) Vocational training.

(c) Liberal education.

(d) Aiding extra-mural departments of universities and local committees of responsible bodies.

(e) Agricultural and Horticultural education.

(f) Social and recreational provision for leisure time.

(g) Facilities for handicapped people.

(h) Courses for teachers, youth leaders, etc.

(viii) Financial Resources of L.E.As

(a) "Block grant" from Exchequer. (6% of Councils' total expenditure over a two year period).

(b) Council can borrow, either from Public Works Loan Board, or on the open market.

(c) It can levy its own local property tax or "rates".

(d) Other varied sources of revenue (pools).

(ix) Nine (9) Regional ADVISORY Councils have been set up by the L.E.As in England.

Constitution of these Regional Councils:-

(a) L.E.As representative from the majority;

(b) Representatives of the Universities;

(c) Representatives of the Colleges;

(d) Representatives of the Teachers;

(e) Representatives of Industry;

(f) H.M. Inspectorate.

(x) Functions of these Councils

(a) Ascertaining the educational needs of the region.

(b) Advising the L.E.As.

(c) Consulting with industry about the needs of students.

(d) Publishing information.

(e) Arranging conferences and courses.

(f) Encouraging research.

(g) Making recommendations on the distribution of courses among the universities and colleges in the region.

(h) Providing opportunities of consultation among L.E.As.

(i) Maintaining contact with National Advisory Councils and with the Secretary of State.

NOTE: (1) For a fuller treatment of the structure and functions of the Local Education Authorities in Britain, see Maclure, J.S., "Educational Documents", Chapman and Hall, 1965.

(2) No reduction in the functions of the Local Education

(d) Other varied sources of revenue (pools).

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NOTE: (1) For a fuller treatment of the structure and functions of the Local Education Authorities in Britain, see Maclure, J.S., "Educational Documents", Chapman and Hall, 1965.

(2) No reduction in the functions of the Local Education Authorities is proposed in the Local Government Act of October, 1972, H.M.S.O.

APPENDIX III

FUNCTIONS OF A NATIONAL LEARNING RESOURCE CENTRE

1. Research, development, experimentation and assessment of the different media used in actual learning situations whether in youth or adult education, youth work or community development.

2. Preparation and publication of information and results of research on the use of the media in learning activities.

3. Dissemination of knowledge, techniques and skills in the area of new media of learning.

4. The provision of advisory and consultative services for those engaged in using media in planned educational services.

5. The preparation, design and production of multi-media learning kits.

6. Library services.

7. The development of self-study laboratories and closed circuit television and broadcasting units for experimental purposes.

8. Production of educational programmes for Radio and T.V. and for use by groups through video-tape units.

APPENDIX IV

SUBMISSIONS RECEIVED

Aer Lingus

Agricultural Advisory Service

Agricultural Implement Trade Association of Ireland

Agricultural Science Association

Most Rev. John Ahern, Bishop of Cloyne

Amalgamated Society of Lithographic Printers

Amalgamated Society of Woodworkers

Amalgamated Transport and General Workers' Union

Aontas

Rt. Rev. J.W. Armstrong, Lord Bishop of Cashel and Emly

Arts Council

Association for the Promotion of Music in Education

Association of Chambers of Commerce of Ireland

Association of Teachers of Home Economics

Assurance Representative Organisation

Ballyglunin Park Association (Opus Dei) Galway

Ballymun Voluntary Home Economics Advisory Group

Beet and Vegetables Growers' Association

Bord Fáilte Éireann

Bray Town Vocational Education Committee

Brooks Thomas & Co. Ltd.

Tony Brown, M. Econ. Sc., Dublin Institute of Adult Education

Canadian Association of Departments of Extra-Mural Studies

Carlow County Committee of Agriculture

Carlow County Librarian

Carrick-on-Suir Junior Chamber of Commerce

Professor G.L. Carter, Visiting Professor, Kellogg Extension Centre, U.C.D.

Reverend Seán Casey, S.J., Limerick Institute of Adult Education

Cathechetical and Pastoral Centre, Dundalk

Sr. Catherine, Little Sisters of the Assumption, Clondalkin

Catholic Clerical Managers' Association

Catholic Marriage Advisory Council, Cork

Catholic Youth Crusade

Catholic Young Mens' Society of Ireland

Catholic Social Welfare Bureau

Cavan County Committee of Agriculture

Cavan County Development Team

Cavan County Librarian

Chief Executive Officers' Association

Civics Institute of Ireland

Civil Defence School

Civil Service Clerical Association

Clare County Committee of Agriculture

Clare County Librarian

Clare County Vocational Education Committee

An Chomhairle Náisiúnta Drámaíochta

An Chomhairle Oiliúna

An Coimisiún Béaloideasa

Coláiste na hOllscoile, Gaillimh

College of Industrial Relations, Dublin

Comhdháil Náisiúnta na Gaeilge

Communications Centre, Booterstown, Co. Dublin

Consumers' Association of Ireland Ltd.

His Eminence, Cardinal Conway

Córas Iompair Éireann

Cork County Development Team

Cork County Vocational Education Committee

North Cork Parents' Association

County Markets Limited

Aleck Crichton, Clondalkin

Cumann Croise Deirge na hÉireann

Cumann Leabharlann na hÉireann

Catholic Marriage Advisory Council, Cork

Catholic Youth Crusade

Catholic Young Mens' Society of Ireland

Catholic Social Welfare Bureau

Cavan County Committee of Agriculture

Cavan County Development Team

Cavan County Librarian

Chief Executive Officers' Association

Civics Institute of Ireland

Civil Defence School

Civil Service Clerical Association

Clare County Committee of Agriculture

Clare County Librarian

Clare County Vocational Education Committee

An Chomhairle Náisiúnta Drámaíochta

An Chomhairle Oiliúna

An Coimisiún Béaloideasa

Coláiste na hOllscoile, Gaillimh

College of Industrial Relations, Dublin

Comhdháil Náisiúnta na Gaeilge

Communications Centre, Booterstown, Co. Dublin

Consumers' Association of Ireland Ltd.

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Aleck Crichton, Clondalkin

Cumann Croise Deirge na hÉireann

Cumann Leabharlann na hÉireann

Cumann Lúthchleas Gael

Cumann na Sagart

Decimal Currency Board

Department of Agriculture and Fisheries

Department of Defence

Department of Education

Department of Finance

Department of Foreign Affairs

Department of Health

Department of Industry and Commerce

Department of Labour

Department of Lands

Department of Posts and Telegraphs

Department of Social Welfare

Department of Transport and Power

Donegal County Committee of Agriculture

Donegal County Development Team

Donegal County Librarian

Donegal County Vocational Education Committee

Drogheda Town Vocational Education Committee

Dublin Adult Education Committee

Dublin City Vocational Education Committee

Dublin Corporation (Housing Section)

Dublin County Committee of Agriculture

Dublin Institute of Adult Education

Dublin Itinerant Settlement Committee

Dublin Junior Chamber of Commerce

Dublin Master Victuallers' Association

Dublin Municipal Art Gallery

Dublin Regional Branch, Association of Teachers of Home Economics

Dublin Society of Chartered Accountants

Dun Laoghaire Borough Vocational Education Committee

Economic and Social Research Institute

Edgeworth Society

Department of Agriculture and Fisheries

Department of Defence

Department of Education

Department of Finance

Department of Foreign Affairs

Department of Health

Department of Industry and Commerce

Department of Labour

Department of Lands

Department of Posts and Telegraphs

Department of Social Welfare

Department of Transport and Power

Donegal County Committee of Agriculture

Donegal County Development Team

Donegal County Librarian

Donegal County Vocational Education Committee

Drogheda Town Vocational Education Committee

Dublin Adult Education Committee

Dublin City Vocational Education Committee

Dublin Corporation (Housing Section)

Dublin County Committee of Agriculture

Dublin Institute of Adult Education

Dublin Itinerant Settlement Committee

Dublin Junior Chamber of Commerce

Dublin Master Victuallers' Association

Dublin Municipal Art Gallery

Dublin Regional Branch, Association of Teachers of Home Economics

Dublin Society of Chartered Accountants

Dun Laoghaire Borough Vocational Education Committee

Economic and Social Research Institute

Edgeworth Society

Electrical Trades Union

Ennis Chamber of Commerce

Farm Apprenticeship Board
Federated Union of Employers
Federation of Builders, Contractors and Allied Employers of Ireland
Federation of Trade Associations
Federation of Rural Workers
Fianna Fáil
Fine Gael
Foras Éireann
Foras Forbartha Teoranta
Foras Rúnaithe Éireann Teoranta
An Foras Talúntais

Galway City Vocational Education Committee
Galway County Committee of Agriculture
Galway County Development Team
Galway County Vocational Education Committee
Galway Junior Chamber of Commerce
Liam Gleeson, B.Comm., Vocational School, Nenagh
Glenard University Residence

Most Reverend Vincent Hanly, Bishop of Elphin (deceased)
Most Reverend Michael A. Harty, Bishop of Killaloe
R. Hatfield, Consultants, Commercial Adult Education, England
Most Reverend Donal J. Herlihy, Bishop of Ferns

Incorporated Law Society of Ireland
Industrial Development Authority
Inishowen Adult Education School, Co. Donegal
Institiúd Ceimice na hÉireann
Institute for Industrial Research and Standards
Institute of Bankers in Ireland
Institute of Chartered Accountants in Ireland
Institute of Cost and Management Accountants
Institute of Irish Studies

Institute of Mechanical Engineers
Institute of Personnel Management
Institute of Public Administration
Institute of Transport
Institute of Structural Engineers
Institute of Theology and Philosophy, Dublin
Institution of Electrical Engineers
Institution of Engineers of Ireland
Insurance Institute of Ireland
Irish Actors' Equity Association
Irish Agricultural Officers' Organisation
Irish Agricultural Organisation Society
Irish Cancer Society
Irish Colour Council Ltd.
Irish Commercial Travellers' Federation
Irish Congress of Trade Unions
Irish Countrywomens' Association
Irish Creamery Managers' Association
Irish Creamery Milk Suppliers' Association
Irish Dental Association
Irish Exporters' Association
Irish Farmers' Association
Irish Film Society
Irish Hardware Association
Irish Heart Foundation
Irish Housewives' Association
Irish Institute of Supervisory Management
Irish Management Institute
Irish National Teachers' Organisation
Irish National Union of Vintners, Grocers and Allied Trades Asociation
Irish Paper, Paper Bag and Twine Trade Association
Irish Productivity Centre
Irish Society of Medical and Psychiatric Social Workers
Irish Society for the Protection of Birds

Irish Transport and General Workers' Union
Irish Vocational Education Association
Irish Wholesale Footwear Association Ltd.
Irish Women Workers' Union

Reverend Andrew Kennedy, St. Patrick's College, Thurles
Kerry County Committee of Agriculture
Kerry County Librarian
Kerry County Vocational Education Committee
Kildare County Committee of Agriculture
Kildare County Vocational Education Committee
Kilkenny County Committee of Agriculture
Kilkenny County Librarian
Kilkenny County Vocational Education Committee
Knights of St. Columbanus

Labour Party
Language Centre of Ireland
Laois County Committee of Agriculture
Laois County Librarian
Laois County Vocational Education Committee
C.D. Legge, Deputy Head of Department of Adult Education, Manchester University
Legion of Mary
Leitrim County Committee of Agriculture
Leitrim County Vocational Education Committee
Liberty Study Group
Limerick Adult Education Institute
Limerick City Librarian
Limerick County Committee of Agriculture
Limerick County Librarian
Limerick Industrial Relations Council
Listowel Junior Chamber of Commerce
Local Government and Public Services' Union
Longford County Committee of Agriculture

Longford County Development Team

Longford County Vocational Education Committee

Longford/Westmeath County Librarian

Macra na Feirme

Macra na Tuaithe

Marine Port and General Workers' Union

Mayo County Committee of Agriculture

Mayo County Development Team

Mayo County Vocational Education Committee

Meath County Vocational Education Committee

Mental Health Association of Ireland

Kenneth Milne, Ph.D., Secretary, Church of Ireland Board of Education

Monaghan County Vocational Education Committee

Most Rev. Thomas Morris, Archbishop of Cashel and Emly

Muintir na Tíre

Caroline M. Murphy, B.Soc. Sc., Social Worker, Cork County Council

John J. McKay, M.Econ. Sc., B.Comm., D.P.A., Principal,
Coláiste Dhúlaigh, Coolock

Most Rev. John Charles McQuaid, Archbishop of Dublin (deceased)

National Association of Tenants' Organisation

National Council of Parents' Association

National Dairy Council

National Film Institute

National Gallery

National Graphical Association

National Library

National Museum

National Savings Committee

National Science Council

National Wholesale Grocers' Alliance Ltd.

National Youth Council of Ireland

Navan Road Community Organisation, Dublin

207

Caitlín Ní Chonchúir, Rathfarnham, Dublin, 14

Cormac O'Connor, B.Sc., Research Consultant, Limerick Adult Education Institute

Eileen O'Connor, 4, Francis St., Galway

M. O'Driscoll, St. Mary's Terrace, Taylor's Hill, Galway

Offaly County Committee of Agriculture

Offaly County Vocational Education Committee

Mary O'Hagan, B.Soc. Sc., National Council on Alcoholism

An Óige

Operations Research Society of Ireland

Opus Dei

Ordnance Survey

Dr. Angus O'Rourke, Ballyfermot

Parent School Movement

People's College, Dublin

Post Office Workers' Union

Mary C. Prendergast, Northbrook Road, Dublin 6

Presbyterian Church of Ireland Youth Committee

Public Relations Institute of Ireland

Radio Telefís Éireann

E.C. Read, Director of Extra-Mural Studies, Queen's University, Belfast

Roscommon County Committee of Agriculture

Roscommon County Development Team

Roscommon County Librarian

Roscommon County Vocational Education Committee

Royal Dublin Society

Royal Institute of Architects

Royal Irish Academy

Most Reverend Michael Russell, Bishop of Waterford and Lismore

Most Reverend Thomas Ryan, Bishop of Clonfert

Bryan S. Ryan Ltd.

Safety First Association of Ireland

Salthill and District Parents' Association

Scéim na gCeardchumann, Dublin

Shannon Free Airport Development Co. Ltd.

Sion Hill Parent/Teachers' Association

Skerry's College, Cork

Sligo County Vocational Education Committee

Sligo Town Vocational Education Committee

Patrick J. Sliney, Principal, Vocational School, Kinsale

Society of Commercial Accountants

St. Catherine's College Past Students' Union, Blackrock, Co. Dublin

St. Colman's College Past Pupils' Union, Fermoy

St. Nicholas Montessori Society of Ireland

An Taisce

Teachers' Association of Ireland

Thurles Junior Chamber of Commerce

Herman P. Timmons, Director of Adult Education, Province of Nova Scotia

Tipperary (N.R.) Committee of Agriculture

Tipperary (N.R.) Vocational Education Committee

Tipperary (S.R.) Committee of Agriculture

Tipperary (S.R.) Vocational Education Committee

Town of Tralee Vocational Education Committee

Trees for Ireland

Trinity College, Dublin

Tuairim

Máire Bean Uí Naraí, Longford

Union of Students in Ireland

University College, Cork

University College, Dublin

Veterinary Council of Ireland

Viatores Christi

Waterford City Vocational Education Committee

Waterford County Committee of Agriculture

Waterford County Librarian

Waterford County Vocational Education Committee

Westmeath County Committee of Agriculture

Wexford (ad hoc) Committee for Development of Adult Education

Wexford County Committee of Agriculture

Wexford Town Vocational Education Committee

Wicklow County Vocational Education Committee

West Wicklow Development Team

Wolsey Hall, Oxford

Womens' Societies and Social Workers (Joint Committee)

Workers' Union of Ireland

World Literary Council of Ireland

Rt. Rev. Robert Wyse Jackson, Lord Bishop of Limerick, Ardfert and Aghadoe

The Committee also assembled information on adult education in:

America
Austria
Australia
Canada
Denmark
France
Finland
Germany
Holland
India
Italy
Japan
United Kingdom

END